StartUp

GSE

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Pearson

Pearson PracticeEnglish App

MyEnglishLab
Online Practice and Resources

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Learning Objectives

WELCOME UNIT

page 2 In the classroom | Learn about your book | Learn about your app

Unit	Conversation/ Speaking	Listening	Vocabulary	Grammar
1 What do you do? **page 5**	• Talk about what you do • Describe your commute • Talk about what people do at work **Skill** Greet someone	• Listen to a podcast about commuting **Skill** Listen for names	• Jobs • Commuting • Work activities	• Simple present of *be*: Review • Simple present: Review • Simple present, *yes / no* and *wh-* questions: Review
2 Who's that? **page 17**	• Describe someone's personality • Describe someone's appearance • Talk about skills and abilities **Skill** Show interest	• Listen to a podcast about a TV show **Skill** Imagine what people talk about	• Family relationships • Adjectives to describe personality • Appearance • Skills and abilities	• Questions with *who* and *what*; Answers • *Be* vs. *have* for description • *Can* for ability
3 What are you doing today? **page 29**	• Talk about household chores • Make and respond to invitations • Talk about free time **Skill** Show you're unsure		• Household chores • Types of movies • Free-time activities	• The present continuous for events happening now: Review • Verbs + infinitives and gerunds
4 Whose phone is this? **page 41**	• Talk about who owns something • Ask for and give / refuse permission • Compare things **Skill** Show you're confused		• Personal possessions • Verbs used with personal possessions • Technology adjectives	• Questions with *whose* • Possessive nouns and pronouns • Comparative adjectives: Regular and irregular
5 Any plans for the weekend? **page 53**	• Talk about plans • Plan an activity with friends • Talk about problems with plans **Skill** Change the topic	• Listen to phone messages about problems with plans **Skill** Make predictions	• Time expressions • Verbs for offers • Activities with *go* + *-ing* • Problems with plans	• Present continuous for the future • Object pronouns • *Will* for future intention

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Pronunciation	Reading	Writing	Media Project	Learning Strategy
• Stressed syllables • Simple present *-s* ending	• Read about super commuting **Skill** Make predictions	• Write a résumé **Skill** Capitalize proper nouns (review)	• Describe photos of someone you know and their work	**Vocabulary** • Message words and pictures
• The vowel sound /ʌ/ • *Can* and *can't*	• Read about a family business **Skill** Find the topic	• Describe yourself on an application **Skill** Use correct punctuation	• Describe photos of someone you know and their appearance/ abilities	**Pronunciation** • Record yourself speaking
• Stressed words • Blending: *want to* and *have to*	• Read about a problem with technology **Skill** Find the main idea	• Write about ways to relax **Skill** Connect ideas with *and* and *but*	• Make a video of things you like and don't like to do	**Vocabulary** • Write about your life
• Stress in compound nouns • Stress in comparative sentences	• Read about a lost object **Skill** Understand time order	• Write an online product ad **Skill** Add details	• Describe photos of things that are important to you and your friends	**Grammar** • Write a conversation
• Sounds and spelling: the vowels /aɪ/, /ɪ/, and /i/ • Contractions with *will*	• Take a personality quiz **Skill** Think about similar readings	• Write an email to make plans **Skill** Use *or* to describe choices	• Describe photos of a place for an event	**Grammar** • Write a sentence. Change something.

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Unit	Conversation/ Speaking	Listening	Vocabulary	Grammar
6 Are you OK? **page 65**	• Talk about daily routines • Talk about injuries • Talk about illnesses and remedies **Skill** Show sympathy	• Listen to a sports show **Skill** Listen for agreement and disagreement	• Daily routines • Parts of the body • Illnesses • Remedies	• Adverbs of frequency • *Should* for advice and suggestions
7 How do I get there? **page 77**	• Make a phone call • Ask about public transportation • Give directions **Skill** Show you understand	• Listen to a podcast about transportation **Skill** Think about the purpose	• Tourist attractions and activities • Public transportation • Getting around the city	• *There is / There are*: Review • Prepositions of movement
8 How was your vacation? **page 89**	• Describe a place • Talk about a vacation • Describe a hotel experience **Skill** Show surprise		• Weather • Travel experience • Things you do on vacation • Hotel activities	• Simple past with *be*: Review • Simple past, regular verbs: Review • Simple past, irregular verbs: Review
9 What's for dinner? **page 101**	• Talk about food you like • Describe how to cook something • Order food **Skill** Make sure something is OK	• Listen to a recipe **Skill** Listen for sequence	• Common foods • Measurements • Cooking verbs • Foods on a menu	• Questions with *How much* and *How many* • *Some / any* with count and non-count nouns: Review • *Would like* for preferences and polite requests
10 Where are you going? **page 113**	• Talk about important life events • Describe when events happened • Saying dates • Talk about life plans and goals **Skill** Invite someone to talk	• Listen to a podcast about a famous person **Skill** Listen for time order	• Milestones • Past time markers • Future time markers	• Simple past, *yes / no* and *wh-* questions • Future plans with *be going to*

GRAMMAR PRACTICE ..... **page 125**
GRAMMAR REFERENCE ..... **page 150**

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Pronunciation	Reading	Writing	Media Project	Learning Strategy
• Emphatic stress • Silent letters	• Read about the benefits of hot springs **Skill** Understand the purpose of each paragraph	• Write simple health advice **Skill** Give examples with *for example* and *like*	• Make a video about ways to stay healthy	**Pronunciation** • Study syllables
• Linking a vowel to a vowel • The voiceless *th* sound /θ/	• Read a story about getting lost **Skill** Identify supporting examples	• Write directions to a place **Skill** Show order with signal words	• Describe photos of special places	**Vocabulary** • Word maps
• *Was / wasn't* and *were / weren't* • Simple past *-ed* ending	• Read about an unusual job **Skill** Find details	• Write a hotel review **Skill** Connect ideas with *so* and *that's why*	• Describe photos of a person you visited and the things you did	**Grammar** • Find grammar online
• Consonant groups • Unstressed words: *a, of, an, and*	• Read about food and memories **Skill** Infer meaning	• Write a restaurant review **Skill** Connect ideas with *this, that,* and other pronouns	• Make a video about how to make a simple food	**Pronunciation** • Sentences with sounds
• The sounds /ɚ/ and /ɔr/ • Blending: *going to* ("gonna")	• Read advice on finding a job **Skill** Infer why someone does something	• Write a cover letter **Skill** Organize a cover letter	• Describe photos that show your plans	**Vocabulary** • Make a timeline

Key

00-00 audio
video
ActiveTeach
abc flashcards
COACH video/coach
web search

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WELCOME UNIT

1 IN THE CLASSROOM

A Get to know your classmates

Play the Name Game.

B Ask for help

▶00-01 **Complete the conversations with sentences from the box. Then listen and check your answers.**

~~Can you speak more slowly?~~	Can you repeat that?	How do you pronounce this?
How do you spell that?	What does this word mean?	What's this called in English?

C ROLE PLAY Choose one conversation from 1B. Make your own conversation.

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2 LEARN ABOUT YOUR BOOK

1. Look at pages iv–vii. What information is on those pages?

   _____

2. How many units are in the book? _____

3. How many lessons are in each unit? _____

4. Where is the grammar practice? _____

5. Look at the QR code . Find the icon on page 7. What does it mean? _____

   _____

6. Look at the I CAN STATEMENT at the bottom of page 7. What does it tell you? _____

   _____

7. Look at this icon . Find it on page 13. What does it mean?

   _____

3 LEARN ABOUT YOUR APP

1. Look inside the front cover. Where can you go to download the Pearson Practice English app for StartUp? _____

2. Where are the instructions for registering for the app? _____

   _____

3. Look at the picture of the app. What do you see?

   _____

4. Look at the picture again. Fill in the blanks with the numbers 1–3.
   a. Number _____ shows the practice activities.
   b. Number _____ shows the video files.
   c. Number _____ shows the audio files.

5. Look at the picture again. What does this mean? _____

   _____

6. Look at the QR code on page 7 again. What happens when you scan the code? _____

   _____

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MEET THE PEOPLE OF TSW MEDIA

TSW Media is a big company with big ideas. It has offices all over the world. It works with international clients to help them market their products and services.

SIMON HARRIS

Market researcher

00-02 Hello. I'm Simon Harris and I'm a market researcher. I live in Toronto, but I often travel to TSW offices around the world. Luckily, I'm really good at sleeping on airplanes!

YUKI OGAWA

Social media manager

00-03 Hi there. My name is Yuki Ogawa. I live and work in Tokyo, Japan, as a social media manager. In my free time, I like going to concerts. I saw almost 50 shows last year!

ROSA DELGADO

Video producer

00-04 Hi! My name is Rosa Delgado, and I'm a video producer in Santiago, Chile. I'm also a photographer. I love to take photos of my two kids. But I don't like photos of me!

CARLOS MORENO

Multimedia artist

00-05 Hey. I'm Carlos Moreno. I'm a multimedia artist here in New York City. I like my job. I'm a big soccer fan and I never miss a match!

DIEGO SALAS

Market researcher

00-06 Hey there. I'm Diego Salas. I work in the Bogotá office. I'm a market researcher. I really like eating healthy and exercising. I go to the gym almost every morning.

EMMA DAVIS

Account manager

00-07 Hi! I'm Emma Davis. I'm an account manager in New York. I often work late on weekdays, but weekends are for my family and friends. My favorite thing is to invite friends over for dinner.

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1 WHAT DO YOU DO?

LEARNING GOALS

In this unit, you

- talk about what you do
- describe your commute
- talk about what people do at work
- read about super commuting
- write a résumé

GET STARTED

A Read the title and the learning goals.

B Look at the photo of the people. What do you see?

C Now read Simon's message. Where is he? Why is he excited?

SIMON HARRIS

@SimonH

I'm at the TSW office for a week. Excited to meet everyone here!

LESSON 1 TALK ABOUT WHAT YOU DO

SIMON HARRIS
@SimonH
There's a big meeting this morning. I don't want to be late …

1 VOCABULARY Jobs

A ▶01-01 Listen. Then listen and repeat.

a nurse

a lawyer

a software engineer

a chef

a teacher

a doctor

a pilot

an accountant

a pharmacist

a market researcher

a hotel manager

a journalist

B Look at the jobs in 1A. Who works in an office? a school? a hospital? a restaurant?

C GROUPS Choose one job. Tell your group two things about that job.
Well, I know about chefs. They work in restaurants and cook food.

2 GRAMMAR Simple present of *be*: Review

COACH

SEE PAGE 150 FOR A COMPLETE CHART.

Affirmative statements		
Subject	***Be***	
I	**am**	a doctor.
She	**is**	in New York.

Negative statements			
Subject	***Be***	***Not***	
I	**am**	not	a doctor.
She	**is**		in New York.

Questions				Answers
***Wh-* word**	***Be***	**Subject**		
	Is	he	in London?	Yes, he **is**. / No, he **isn't.**
Where	**is**	she	from?	Brazil.
Who	**are**	they?		They're market researchers.

Affirmative contractions
I am → I'm
he is → he's
you are → you're

Negative contractions
I am not → I'm not
she is not → she isn't / she's not
we are not → we aren't / we're not

Contractions with *wh-* words
Who is → Who's
Where is → Where's

Notes
- We almost always use contractions in speaking and informal writing.
- Don't use contractions in affirmative short answers.
  Yes, he **is**. NOT ~~Yes, he's~~.

>> FOR PRACTICE, GO TO PAGE 125

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3 PRONUNCIATION

COACH

Stressed syllables

In words with more than one syllable, one syllable is stressed: tea•cher The stressed syllable is strong and clear.

A ▶01-03 Listen. Notice the stressed syllable in each word. Then listen and repeat.

sci•ence ac•count•ant hos•pi•tal

B ▶01-04 Listen. Circle the words that have the stress shown. Then listen and repeat the words with the stress shown.

1. ••	doctor	hotel	lawyer	pilot
2. ••••	computer	attendant	assistant	researcher
3. •••	journalist	pharmacist	engineer	manager

C PAIRS Say two words. Then talk with your partner. Do the two words have the same or different stressed syllables?

4 CONVERSATION

A ▶01-05 Listen or watch. Complete the chart. Check the names to answer the questions.

	Simon	Yuki	Zoey
1. Who is a social media manager?		✓	
2. Who is a market researcher?	✓		
3. Who is a marketing student?			✓

B ▶01-06 Listen or watch. Complete the conversation.

Yuki: So, Simon, where are you from?
Simon: I'm from _____ . I'm a market researcher.
Yuki: Oh, yeah?_____ a social media manager. _____ from Tokyo.
Simon: Oh, that's great!

C ▶01-07 Listen and repeat. Then practice with a partner.

D PAIRS Make two new conversations. Use these words or your own ideas. Use your own names and places.

a lawyer a teacher
a doctor a nurse

5 TRY IT YOURSELF

A MAKE IT PERSONAL Introduce yourself to a partner. Talk about what you do.

A: Hi. I'm Lisa. I'm a nurse.
B: Nice to meet you, Lisa. I'm Franco. I'm a student.

B WALK AROUND Introduce your partner to three classmates.

A: This is Franco. He's a student.

☐ I CAN TALK ABOUT WHAT I DO.

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LESSON 2 DESCRIBE YOUR COMMUTE

SIMON HARRIS
@SimonH
I just listened to a podcast about how people get to work. One guy travels three and a half hours every day!

1 VOCABULARY Commuting

A ▶01-08 Listen. Then listen and repeat.

B ▶01-09 Listen to each person. Circle the correct answer.

1. Anna has a *long* / *short* commute.
2. It takes Jeff a *long* / *short* time to get to work.
3. Melanie's apartment is *close to* / *far from* work.

2 GRAMMAR Simple present: Review

COACH

Affirmative statements			Negative statements				
Subject	**Verb**		**Subject**	***Do / Does***	***Not***	**Base form of verb**	
I We	**live**	close to school.	I We	**do**	**not**	**have**	a long commute.
He	**lives**		He	**does**			

Notes

- We almost always use contractions with *do* and *does* + *not* in speaking and informal writing.
  do not → **don't** does not → **doesn't**
- *Do*, *have*, and *go* are irregular with *he*, *she*, and *it*. do → **does** have → **has** go → **goes**

Spelling rules for verbs with *he*, *she*, and *it*

- For most verbs, add *-s* to the base form. work → work**s** play → play**s**
- For verbs that end in *-ch*, *-s*, *-sh*, *-x*, or *-z*, add *-es*. teach → teach**es** miss → miss**es**
- For verbs that end in a consonant + *-y*, change the *-y* to *-i* and add *-es*. study → stud**ies** carry → carr**ies**

>> FOR PRACTICE, GO TO PAGE 126

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3 LISTENING

A ▶01-11 Listen to the podcast about commuting. Check the true sentence, according to the podcast.

- ☐ 1. Most people have long commutes.
- ☐ 2. Many people want to commute.
- ☐ 3. Many people think about work during their commutes.

B ▶01-12 Listen again. Complete the sentences. Circle the correct answer.

1. Randall Baxter lives in ___ .
   a. Kingston
   b. Woodbury
   c. New York City
2. Randall's commute takes ___ .
   a. one minute b. one hour c. more than an hour
3. ___ walks to work.
   a. Randall Baxter b. Elena Ortiz c. Nobody
4. For many people, the perfect commute is ___ .
   a. one minute b. fifteen minutes c. forty minutes

LISTENING SKILL Listen for names

You don't need to understand every word. Think about the information you need. While you listen to the podcast, listen for the names of the people and places. This can help you understand.

C PAIRS Talk about the people in the listening. Describe their commutes.

Randall Baxter lives far from work. Every morning, he drives for about an hour. Then he...

4 TRY IT YOURSELF

A MAKE IT PERSONAL Talk about your commute to work or school.

A: I live close to school, so I have a short commute. It takes ten minutes. I take the bus.
B: I live far from school...

B TAKE A POLL How many people have short commutes? How many have long commutes?

☐ I CAN DESCRIBE MY COMMUTE.

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LESSON 3 TALK ABOUT WHAT PEOPLE DO AT WORK

SIMON HARRIS
@SimonH
What a long day! Great to meet everyone, but now I need some coffee …

1 VOCABULARY Work activities

A ▶01-13 Listen. Then listen and repeat.

cook food

help people

answer phones

travel for work

meet new people

supervise workers

make presentations

order supplies

serve customers

write reports

B Circle the correct phrase.

1. A chef *cooks food / travels for work* in a restaurant.
2. Nurses *help people / serve customers* every day.
3. Lin is a market researcher. She *orders supplies for / writes reports about* products.

C PAIRS Talk about jobs you know well. Describe the jobs with the phrases in 1A.

A: How about hotel managers? B: They do a lot of things! They supervise workers and…

2 GRAMMAR Simple present, *yes / no* and *wh-* questions: Review

COACH

Yes / No questions				Short answers					
Do	**Subject**	**Base form of verb**		**Yes**	**Subject**	***do***	**No**	**Subject**	***do not***
Do	you	**work**	at night?	Yes,	I	**do.**	No,	I	**don't.**
Does	she				she	**does.**		she	**doesn't.**

Wh- questions					Answers
***Wh-* word**	***do / does***	**Subject**	**Base form of verb**		
What	**do**	you	**do**?		I'm a teacher.
Where		they	**work**?		In a hotel.
What	**does**	she	**do**	at work?	She serves customers.
Why		Zac	**study**	marketing?	Because he likes it.

>> FOR PRACTICE, GO TO PAGE 127

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3 PRONUNCIATION

COACH

A 01-15 Listen. Notice the sound of the *-s / -es* ending. Then listen and repeat.

/s/	/z/	/ɪz/
works helps	serves travels	supervises teaches

Simple present -s ending

We pronounce the *-s / -es* ending as an extra syllable /ɪz/ after the sounds /s/, /z/, /ʃ/, /ʧ/, and /ʤ/ (spelled *-s, -ce, -x, -z, -sh, -ch, -ge*). After other sounds, we say the *-s* ending as the sound /s/ or /z/ and do not add a syllable.

B 01-16 Listen. Write each verb in the correct column in 3A. Then listen and repeat.

1. answers 2. writes 3. uses 4. fixes 5. makes 6. drives

C PAIRS Write three sentences about someone you know. Use three words from 3A or 3B.

4 CONVERSATION

A 01-17 Listen or watch. Circle all the correct answers. Some questions have more than one answer.

1. Simon *travels / cooks / meets new people* for work.
2. Zoey *cooks food / helps the chef / studies* at work.
3. Zoey studies marketing so she can be a *chef / market researcher / marketing student*.

CONVERSATION SKILL Greet someone

To start a conversation, ask:

- How's it going?
- What's up?
- How are you?

Listen to or watch the video again. Raise your hand when you hear someone greet someone.

B 01-18 Listen or watch. Complete the conversation.

Simon: What _____ you _____ ?

Zoey: I'm an assistant chef. I help the chef. And sometimes I order supplies.

Simon: _____ you _____ it?

Zoey: _____ .

C 01-19 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

a market researcher write reports make presentations

5 TRY IT YOURSELF

A MAKE IT PERSONAL Ask your partner about his or her job or the job of someone he or she knows. Use the verbs in 1A or your own verbs.

B WALK AROUND Ask three other classmates questions about their jobs.

I CAN TALK ABOUT WHAT PEOPLE DO AT WORK.

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LESSON 4 READ ABOUT SUPER COMMUTING

SIMON HARRIS
@SimonH
Zoey gave me a cool article on super commuters. How far would you travel for work?

1 BEFORE YOU READ

A PAIRS Describe how your friends commute.
Do they have a short or long commute? Do they drive? Walk? Take a train or bus?

B VOCABULARY ▶01-20 Listen. Then listen and repeat.

frequent: happening very often
disadvantage: a bad part of something
successful: A successful business makes money.
distance: the space between two places

2 READ

A READING SKILL Read the Reading Skill. Answer the questions.

1. What do you think the article will be about?

_____

2. What do you think a *super commuter* is?

_____

B ▶01-21 Listen. Read an article about super commuters.
Why do people choose to be super commuters?

READING SKILL
Make predictions

Predicting makes it easier to understand articles. Before you read this article, read the title and subtitles. Then look at the pictures. Can you guess what this article will be about? How does the title help you? How do the pictures help you?

SUPER COMMUTERS

Akio Fujikawa has a long commute. His office is far from his home—almost five hours away by plane! He works in Tokyo, but he lives in Hanoi. Martha Connor's commute is even longer—more than 5,000 miles (about 9,000 km) from London to Mexico City. They are both super commuters—people who travel more than 180 miles (290 km) between their home and office. Why do they do it?

The Fujikawas: A great life at a good price

"The cost of living in Tokyo was too high," explains Akio. "Hanoi is always exciting, but nothing is very expensive," he says. "Also, flights between the two cities are frequent and cheap!" So, five years ago, the family moved to Vietnam. He and his family love Hanoi, especially the Vietnamese food. Every Monday, Akio flies to Tokyo and returns on Thursday night. He stays with his sister while he is in Tokyo. He works from his apartment in Hanoi on Fridays. There is one big disadvantage, though. He misses his children during the week. "I can never go to their school concerts or sports activities."

The Connors: Technology helps a family stay together

Two years ago, Martha Connor's office moved from London to Mexico City. She loves Mexico City, but her family doesn't want to live in another country. Her husband owns a successful restaurant. Her children like their school in London, and they don't want to leave their friends. So Martha became a super commuter. She spends only about ten days a month in Mexico City. She and her coworkers talk face-to-face and share ideas at video meetings almost every day. All the company's documents are available online. "I can live in London and stay up to date with work in the office in Mexico City," she explains. "The only problem is the time difference. My workday starts in the afternoon and ends at midnight!"

Super commuters travel long distances to get to work.

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3 CHECK YOUR UNDERSTANDING

A Circle the correct answers.

1. Why does Akio super commute?
   a. He doesn't want to leave his family during the week.
   b. It was too expensive to live in Tokyo.
   c. He likes to work from home.
2. Why does Martha super commute?
   a. Mexico City was too expensive. London is cheaper.
   b. The frequent flights from London to Mexico make super commuting easy.
   c. Her husband and children wanted to stay in London.

B Who probably said it? Write *A* (Akio) or *M* (Martha) in the blanks.

1. ___ "My kids' school is great!"
2. ___ "My co-workers are far away, but technology makes it easy for us to work together."
3. ___ "I don't see my children enough."
4. ___ "My apartment was too expensive."
5. ___ "I am so tired in the mornings."
6. ___ "It's so easy to travel between the two cities."

C FOCUS ON LANGUAGE Read. What do the underlined words mean?

1. The <u>cost of living</u> in Tokyo was too high.
   a. the price of food, clothes, an apartment, etc.
   b. money that you get every week or every month from working
2. I can live in London and <u>stay up to date</u> with work in the office in Mexico City.
   a. know if something is late
   b. know about everything that is happening

D PAIRS What is the article about? Retell the most important ideas in the article. Use your own words.

The article is about two super commuters ...

Search for stories about other super commuters.

4 MAKE IT PERSONAL

A What is good about super commuting? What is bad about it? Make two lists. Review the advantages and disadvantages listed in the article and add some of your own.

B PAIRS Imagine you are a super commuter. What do you like about it? What do you dislike? Use the information in the chart from A to explain your answer.

I like super commuting because I save money.

Advantages	Disadvantages
saves money	far from family

☐ I CAN READ ABOUT SUPER COMMUTING.

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LESSON 5 WRITE A RÉSUMÉ

SIMON HARRIS

@SimonH

Interested in working for TSW Media? We need people! Send us your résumé.

1 BEFORE YOU WRITE

A Read part of a résumé. How many jobs do you see? Which job did Omar have first?

Omar Sayed

1317 52nd Ave N.

Nashville, TN 37209

Omar.Sayed.22@epiklink.net

Education

University of Tennessee

B.S. Business Administration 2017

Experience

Good Shoes Company, Nashville, TN

Market Researcher: 2017–Present

- Make presentations
- Help clients
- Supervise other workers in the office

Buena Vista Hotel, Knoxville, TN

Manager: 2015–2017

- Help guests
- Write reports
- Order supplies

B Read the résumé again. Take notes in the chart.

Job title		
Dates		
Place of work		
Work activities		

C Read the résumé again. Choose the correct answers.

1. Where does Omar put his education?
   a. before his experience b. after his experience
2. Where does Omar put his name and address?
   a. at the bottom of the page b. at the top of the page
3. Where does Omar put his work activities?
   a. before the dates he worked at the job b. after the dates he worked at the job

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2 FOCUS ON WRITING

A Read the Writing Skill.

B PAIRS Reread the résumé. Circle all the capital letters. Tell your partner the reason for each of the capital letters.

WRITING SKILL Capitalize proper nouns (review)

Use capital letters for names of people, streets, cities, states, countries, companies, schools, days, and months. Capitalize the first word in a sentence.

We also capitalize job titles on résumés. For example:

- Manager
- Market Researcher

3 PLAN YOUR WRITING

A Think about the job you have now or a job you had in the past. Use your own information to make a chart like the one in 1B.

Job title	
Dates	
Place of work	
Work activities	

B PAIRS Tell your partner about your job.

I'm a nurse. I help patients.

4 WRITE

Start a résumé. Include your name, address, and email. Then write about one job. Remember to use capital letters. Use the example in 1A as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange résumés and read your partner's résumé.

1. Circle the capital letters.
2. Did your partner use capital letters for the names of people, schools, months, streets, cities, states, companies, and job titles?
3. Did your partner include a job title, place, dates, and work activities?

B PAIRS Can your partner improve his or her résumé? Make suggestions.

6 PROOFREAD

Read your résumé again. Can you improve your writing?

Check your
- spelling
- punctuation
- capitalization

☐ I CAN WRITE A RÉSUMÉ.

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PUT IT TOGETHER

1 MEDIA PROJECT

A 01-22 Listen or watch. Who does Mia talk about?

B 01-23 Listen or watch again. Answer the questions.

1. What does Sara do? _____
2. Describe Sara's commute. _____
3. Does Sara like her job? _____

C Show your own photos.

Step 1 Think about someone you know. Choose one or more photos of them.

Step 2 Show your photos to the class. Talk about what the person does or studies and where. Then talk about the person's commute.

Step 3 Answer questions about the person. Get feedback on your presentation.

2 LEARNING STRATEGY

MESSAGE WORDS AND PICTURES

Send your friend a message with a word or phrase in English. Your friend finds a picture online that goes with that word or phrase and sends the picture to you.

Find a friend who is studying English. Text your friend sentences about jobs and commuting. Your friend sends you pictures that show your sentences.

3 REFLECT AND PLAN

A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Talk about what you do
- ☐ Describe your commute
- ☐ Talk about what people do at work

Vocabulary
- ☐ Jobs
- ☐ Commuting
- ☐ Work activities

Pronunciation
- ☐ Stressed syllables
- ☐ Simple present *-s* ending

Grammar
- ☐ Simple present of *be*: Review
- ☐ Simple present: Review
- ☐ Simple present, *yes / no* and *wh-* questions: Review

Reading
- ☐ Make predictions

Writing
- ☐ Capitalize proper nouns: Review

B What will you do to learn the things you highlighted? Write notes.

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2 WHO'S THAT?

LEARNING GOALS

In this unit, you

- describe someone's personality
- describe someone's appearance
- talk about skills and abilities
- read about a family business
- describe yourself on an application

GET STARTED

A Read the title and the learning goals.

B Look at the photo of the street. What do you see?

C Now read Yuki's message. Where is she? Is she happy?

YUKI OGAWA

@YukiO

I can't believe I'm in New York City with so many new friends. I love it here!

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LESSON 1 DESCRIBE SOMEONE'S PERSONALITY

YUKI OGAWA
@YukiO
Lunch with my good friend Emma today. We talk a lot, but always online. Can't wait!

1 VOCABULARY Family and personality

A FAMILY RELATIONSHIPS ▶02-01 Listen. Then listen and repeat.

I'm Jenny. This is my family.

Marian — mother

John — father

Rita — mother-in-law

Al — father-in-law

Ella — sister-in-law

Brad — brother

Jenny — wife

Daniel — husband

Paul — brother-in-law

Marian — grandmother

John — grandfather

grandparents

Lily — granddaughter

Miles — grandson

grandchildren

B ▶02-02 ADJECTIVES TO DESCRIBE PERSONALITY Listen. Then listen and repeat.

outgoing

shy

funny

serious

mean

kind

C PAIRS Talk about people in your family.

A: Is anyone in your family shy? B: Yes, my grandfather is shy. Is anyone ...

2 GRAMMAR Questions with *who* and *what*; Answers

COACH

Questions with *who* **Answers**

Who	*Be*	Subject	Subject	*Be*	
Who	is	that?	That	is	my cousin.
		she?	She		
	are	they?	They	are	my cousins.

Note

We almost always use contractions with question words + *is* and pronouns + *am*, *is*, and *are* in speaking and informal writing.

- Who's that?
- That's my cousin.
- She's nice.

Questions with *what* + *be like* **Answers with *seem* / *look* / *be* + adjective**

What	*Be*	Subject	*Like?*		Subject	*Seem / Look / Be*	Adjective
What	is	he	like?		He	seems / looks / is	nice.
	are	they			They	seem / look / are	serious.

>> FOR PRACTICE, GO TO PAGE 128

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3 PRONUNCIATION

COACH

The vowel sound /ʌ/

The vowel sound /ʌ/ is usually spelled with the letter *u*. In some words, it is spelled with the letter *o*.

A 02-04 Listen. Notice the vowel sound /ʌ/ in these words. Then listen and repeat.

funny husband lunch love

B 02-05 Listen. Circle the family words that have the sound /ʌ/. Then listen and repeat the words with /ʌ/.

1. mother
2. father
3. daughter-in-law
4. son
5. brother
6. aunt
7. uncle
8. cousin

C PAIRS Student A: Say two words to your partner—one word with the sound /ʌ/ and one word with a different vowel sound. Student B: Say which word has the /ʌ/ sound.

A: sister, brother B: brother

4 CONVERSATION

A 02-06 Listen or watch. Complete the sentences.

1. Laura and her husband look _____ .
2. Emma's grandparents are _____ .
3. Emma's brother is _____ .
4. Emma's brother-in-law isn't _____ . He's _____ .

CONVERSATION SKILL Show interest

To show that you are interested in what someone says, say:

- Really?
- Wow!
- Is that right?

Listen to or watch the video again. Raise your hand when you hear someone show interest.

B 02-07 Listen or watch. Complete the conversation.

Yuki: _____ that?
Emma: That's my brother-in-law.
Yuki: He _____ serious.
Emma: Really? Well, he isn't serious at all! He's funny!

C 02-08 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas. Change *he* to *she* if necessary.

grandfather shy outgoing

5 TRY IT YOURSELF

A MAKE IT PERSONAL Show your partner photos of your friends and family. Talk about the people in your photos. What are they like?

A: Who's that?
B: That's my friend Mona.
A: What's she like? She looks kind.
B: She's kind, and she's ...

B WALK AROUND Show three other students your photos. Talk about the people.

☐ I CAN DESCRIBE SOMEONE'S PERSONALITY.

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LESSON 2 DESCRIBE SOMEONE'S APPEARANCE

YUKI OGAWA
@YukiO
Did you see Marcy on Star Power last night? She's a great singer. Really beautiful.

1 VOCABULARY Words to describe someone's appearance

A 02-09 Listen. Then listen and repeat.

tall | thin

short | average weight

average height | heavy

B PAIRS Look at the example chart for weight words. Make charts for hair color, hair type, height, and eyes on a piece of paper.

WEIGHT
- heavy
- average weight
- thin

2 GRAMMAR *Be* vs. *have* for description

COACH

Questions with *How tall / How old*				Descriptions with *be*		
How	**Adjective**	***Be***	**Subject**	**Subject**	***Be***	
How	tall	is	he?	He	is	average height.
	old					five years old.

Questions with *look like*				Descriptions with *be*		
What	***Do / does***	**Subject**	***Look like***	**Subject**	***Be***	
What	does	she	look like?	She	is	tall and heavy.
				Her hair		long and straight.
				Her eyes	are	blue.
				Descriptions with *have*		
				Subject	***Have***	
				She	has	green eyes.
						curly, brown hair.

>> FOR PRACTICE, GO TO PAGE 129

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3 LISTENING

LISTENING SKILL Imagine what people talk about

When you listen, imagine the things you hear. Think about what the people look like and where they are. Make a picture in your head. Imagining this picture can help you understand what the people say.

A ▶02-11 Listen to the podcast about the TV show *Star Power*. Circle the correct answer.

The performers on Star Power *sing* / *act* / *tell stories*.

B ▶02-12 Listen again and write each singer's name on the lines below.

_____ _____ _____ _____

C PAIRS Talk about your favorite show. What do the characters look like?

My favorite show is *True Story*. The main character is short. He has brown hair ...

4 TRY IT YOURSELF

A GAME Choose four people from this photo. Write sentences about them. Then read your sentences to your group. Can they guess which people you chose?

A: He's tall and thin. He has black hair and ....
B: Is it ...?

B GAME Student A: Describe two friends. Student B: Repeat the descriptions. Student A gets a point if Student B makes a mistake. Student B gets a point if the descriptions are correct.

☐ I CAN DESCRIBE SOMEONE'S APPEARANCE.

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LESSON 3 TALK ABOUT SKILLS AND ABILITIES

YUKI OGAWA
@YukiO
I love music! New music, old music … I love it all 😀

1 VOCABULARY Skills and abilities

A ▶02-13 Listen. Then listen and repeat.

play the piano

sing

dance

draw

paint

play the violin

speak French

ride a horse

ride a motorcycle

play the guitar

B What words go with these words? For each word, write as many phrases as you can. You have two minutes.

More languages
Arabic, Chinese, Hindi, Japanese, Portuguese, Russian, Spanish

play: the piano, soccer, the violin

ride: _____ _____

speak: _____ _____

2 GRAMMAR *Can* for ability

COACH

Statements			*Yes / no* questions			Short answers		
Subject	***Can / can't***	**Base form of verb**	***Can***	**Subject**	**Base form of verb**	***Yes / no***	**Subject**	***Can / can't***
I She We	**can** **can't**	sing. dance.	**Can**	you he they	draw? paint?	Yes, No,	I he they	**can.** **can't.**

>> FOR PRACTICE, GO TO PAGE 130

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3 PRONUNCIATION

COACH

A 02-15 Listen. Notice the pronunciation of *can* and *can't*. Then listen and repeat.

I can dance. I can't sing.

Can you play the piano? Yes, I can.

Can you play the violin? No, I can't.

> *Can* and *can't*
>
> *Can* is usually unstressed. The vowel is short and weak. Note that *can* is stressed at the end of a sentence.
>
> *Can't* is always stressed. The vowel is strong and clear.

B 02-16 Listen. Circle the word you hear. Then listen and repeat.

1. I ***can*** / ***can't*** speak Japanese.
2. He ***can*** / ***can't*** play the guitar.
3. She ***can*** / ***can't*** ride a horse.
4. I ***can*** / ***can't*** draw.
5. He ***can*** / ***can't*** ride a motorcycle.
6. She ***can*** / ***can't*** sing, but I ***can*** / ***can't***.

C PAIRS Student A: Say each sentence in 3B, choosing *can* or *can't*. Student B: Stand up if your partner says *can*. Stay seated if your partner says *can't*.

4 CONVERSATION

A 02-17 Listen or watch. Circle the correct answers.

1. Rodrigo ***can*** / ***can't*** play the guitar.
2. Carlos ***can*** / ***can't*** play the guitar.
3. Yuki ***can*** / ***can't*** play the violin.
4. Carlos says he ***can*** / ***can't*** sing.

B 02-18 Listen or watch. Complete the conversation.

Carlos: _____ play the guitar?

Yuki: No, _____ . But _____ play the violin.

Carlos: Are you any good?

Yuki: Yeah, I'm pretty good. What about you? _____ play the guitar?

Carlos: No, _____ , but _____ sing!

C 02-19 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations.
Use these words or your own ideas. speak Chinese speak Spanish speak French

5 TRY IT YOURSELF

A WALK AROUND Can your classmates do these things? Write two more abilities. Then find one person for each skill.

A: Can you play the piano? B: No, I can't. Can you?

Ability:	sing	draw	
Name:			

I CAN TALK ABOUT SKILLS AND ABILITIES.

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LESSON 4 READ ABOUT A FAMILY BUSINESS

YUKI OGAWA
@YukiO
Ever hear of the Epper family? They're in hundreds of movies, but nobody knows their names.

1 BEFORE YOU READ

A PAIRS What makes a movie exciting? Name a movie with a lot of action—for example, car accidents or fights. What do you like or dislike about it?

B VOCABULARY ▶02-20 Listen. Then listen and repeat.

exploding: breaking into many pieces, often with a loud noise
generation: people who are all about the same age—for example, the brothers and sisters in a family
bones: parts of your body that are hard and white and give your body its shape
create: make something new
instead: in place of something or someone else
result in: make something happen; cause

2 READ

A PREVIEW Read the title and subtitles, and look at the photo. What do you think a *stunt* is?

B ▶02-21 Read and listen to an article about the Epper family. What do they do?

AN UNUSUAL FAMILY BUSINESS

Who was the driver of the exploding bus in the movie *Transformers*? His last name is Epper. Who crashed through the window in the TV show *Wonder Woman*? Her last name is Epper. When you see someone crash a car, run through fire, or jump from a train in a movie or on television, that person may not be a movie star. He or she is probably a stunt person. Stunt people do the dangerous work—the stunts—for movie stars.

The most dangerous job in the movies

More than twenty members of the Epper family are stunt people. For the Eppers, stunts are a family business that started in the 1930s. John Epper was the first stunt person in the family. He did stunts for famous Hollywood actors, including Gary Cooper and Ronald Reagan. His six children all followed him in the family business. They learned to ride horses when they were very young. His daughter Stephanie practiced horse stunts after school with her father. She jumped off the horse into his arms over and over, until the stunt was perfect. His daughter Jeannie had the longest career. She worked as a stunt person for more than 60 years. She jumped off roofs and horses, crashed cars, and had lots of fights. Sometimes she got hurt. All those stunts resulted in 56 broken bones!

What is in the future for the stunt business?

And now, a third and fourth generation of Eppers are working in the family business. Will there be a fifth generation? Perhaps, but the future of the stunt business is not clear. Today, many movie directors don't use people for the most dangerous stunts. Instead, they use computers to create scenes that are exciting but safe.

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3 CHECK YOUR UNDERSTANDING

A READING SKILL Read the Reading Skill. Answer the questions.

1. What is the title of the article? What are the subtitles of each paragraph?
   Title _____
   Subtitles _____
   _____
2. Which words are repeated in the article?
   a. school c. family
   b. business d. computer stunt
3. What is the topic of the article?
   a. dangerous stunts b. unusual movie jobs c. a family of stunt people

READING SKILL Find the topic

The *topic* is what the article is about. When you know the topic before you begin, it is easier to understand the article. One way to find a topic is to look at the title and subtitles. You can also look for repeated words.

B Choose the correct answer.

1. The Eppers ___ .
   a. do stunts for actors b. are famous actors c. direct movies
2. ___ generations of Eppers have worked as stunt people.
   a. Three b. Four c. Five
3. Stephanie Eppers did stunts with ___ .
   a. cars b. fights c. horses
4. Movie directors sometimes use ___ instead of stunt people.
   a. the Eppers b. computers c. movie stars

C FOCUS ON LANGUAGE Read. What do the underlined words mean?

She jumped off the horse into his arms <u>over and over</u>, until the stunt was perfect.

a. high up b. many times

D PAIRS What is the article about? Retell the most important ideas. Use your own words.

The article is about the Epper family ...

Find out about movie stunts. How much money do stunt people make?

4 MAKE IT PERSONAL

A Think of famous family members who work in the same area. What jobs do they have? What do you know about their personalities, appearances, and skills? Describe each person in the family.

Family: _____				
Family members				
Descriptions				

B PAIRS Tell your partner about your famous family.

A: Will Smith and Jada Pinkett Smith are both famous actors. Their kids are actors, too.
B: That's right! Will Smith started acting ...

I CAN READ ABOUT A FAMILY BUSINESS.

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LESSON 5 DESCRIBE YOURSELF ON AN APPLICATION

YUKI OGAWA

@YukiO

TSW has this great program where employees help students get ready to work. I hope I can do it!

1 BEFORE YOU WRITE

A Read the poster. Then read Yuki's message. What does Yuki want to do?

Name:

Yuki Ogawa

Job:

Social Media Manager

Why do you want to be a mentor?

This is a great idea! I really want to help some students. A social media manager is a very interesting job. Many students want to be social media managers because they use social media a lot. However, many students don't understand the job well. I can talk about my work. I can also answer any questions they have about my job. Finally, I'm kind, outgoing, and funny. I can be a good mentor.

B Read Yuki's application. Take notes in the chart. What does Yuki write about social media managers? What does Yuki write about herself?

Social media managers	Yuki
Interesting job	Wants to help students

C PAIRS What is a good mentor like? Write 3–5 things.

I think a good mentor is friendly.

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2 FOCUS ON WRITING

A Read the Writing Skill.

B Read Yuki's application again. Circle one example of a period, a question mark, a comma, and an exclamation point.

WRITING SKILL Use correct punctuation

Use a period (.) at the end of a sentence. Use a question mark (?) at the end of a question. Use a comma (,) after transition words (but, and, etc.) and between things in a list. Use an exclamation point (!) to show excitement.

3 PLAN YOUR WRITING

A Look at the chart in 1B. Then think about a job or other activity you know how to do. Choose something other people want to learn about. Complete the chart below. Write notes about the job or activity and about yourself.

Job or activity: _____	You

B PAIRS Tell your partner about the job or activity and about yourself.

My activity is playing the guitar. I really like playing the guitar. I'm a good teacher ...

4 WRITE

Imagine you can become a mentor. What can you help people learn about?
Write an application to be a mentor for a job or activity and why you can be a good mentor.
Remember to use correct punctuation. Use 1A as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange applications and read your partner's application.

1. Check the ends of sentences and any lists in the application.
2. Did your partner use periods at the ends of sentences and commas in lists?
3. Did your partner include good details about himself or herself?

B PAIRS Can your partner improve his or her application? Make suggestions.

6 PROOFREAD

Read your application again. Can you improve your writing?

Check your
- spelling
- punctuation
- capitalization

☐ I CAN DESCRIBE MYSELF ON AN APPLICATION.

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PUT IT TOGETHER

1 MEDIA PROJECT

A 02-22 Listen or watch. Who does Alex describe?

B 02-23 Listen or watch again. Describe the people.

1. Describe Alex's father. _____
2. Describe Alex's mother.
3. Describe Alex. _____

C Show your own photos.

Step 1 Think about your family and friends. Choose or take photos of three people you know.

Step 2 Show the photos to the class. Talk about each person's appearance and abilities.

Step 3 Answer questions about the people. Get feedback on your presentation.

2 LEARNING STRATEGY

RECORD YOURSELF SPEAKING

Choose 3–5 sentences to read out loud. Write them down. Then record yourself speaking and listen to your recording. What parts were hard for you to say? Practice these words and get feedback from your teacher or classmates.

Go to Exercise 4A on page 19. Write down 3–5 sentences from Yuki and Emma's conversation. Then read the sentences out loud and record yourself. Listen to your recording. What words are difficult for you? Practice the words and phrases. Ask your teacher or classmates for help.

3 REFLECT AND PLAN

A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Describe someone's personality
- ☐ Describe someone's appearance
- ☐ Talk about skills and abilities

Vocabulary
- ☐ Family
- ☐ Personality
- ☐ Words to describe someone's appearance
- ☐ Skills and abilities

Pronunciation
- ☐ The vowel sound /ʌ/
- ☐ *Can* and *can't*

Grammar
- ☐ Questions with *who* and *what*; Answers
- ☐ *Be* vs. *have* for description
- ☐ *Can* for ability

Reading
- ☐ Find the topic

Writing
- ☐ Use correct punctuation

B What will you do to learn the things you highlighted? Write notes.

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3 WHAT ARE YOU DOING TODAY?

LEARNING GOALS

In this unit, you

- talk about household chores
- make and respond to invitations
- talk about free time
- read about a problem with technology
- write about ways to relax

GET STARTED

A Read the title and the learning goals.

B Look at the photo. What do you see?

C Now read Emma's message. What does she want to do this weekend?

EMMA DAVIS

@EmmaD

I'm so glad it's Friday. I need to do something fun this weekend! Any ideas?

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LESSON 1 TALK ABOUT HOUSEHOLD CHORES

EMMA DAVIS
@EmmaD
Just finishing up some work before I go home. So busy.

1 VOCABULARY Household chores

A 03-01 Listen. Then listen and repeat.

B PAIRS Talk about the chores in 1A. Who does the chores in your home? Which do you do in the kitchen? the bedroom? the dining room? the laundry room? outside?

2 GRAMMAR The present continuous for events happening now: Review

COACH

Affirmative statements			
Subject	***Be***	**Verb + *-ing***	**Object**
I	**am**	**doing**	chores.
She	**is**		
We	**are**		

Negative statements			
Subject	***Be + not***	**Verb + *-ing***	**Object**
I	**am not**	**having**	dinner.
She	**is not**		
We	**are not**		

Questions				Answers	
***Wh-* word**	***Be***	**Subject**	**Verb + *-ing***		
What	**are**	you	**doing?**	I'm doing the laundry.	
Where	**is**	he	**going?**	He's taking out the trash.	
	Is	she	**working?**	Yes, she **is**.	No, she **isn't**.
	Are	you		Yes, we **are**.	No, we **aren't**.

Notes
- We almost always contract the subject pronoun + *be* in speaking and informal writing.
- Do not use contractions in short, affirmative answers. Yes, she is. NOT ~~Yes, she's~~.

Spelling rules for *-ing* verbs:
- For most verbs, add *-ing* to the base form of the verb. study → studying
- For verbs ending in a consonant + *-e*, drop the *e* and add *-ing* come → coming
- For most verbs ending in consonant / vowel / consonant, double the final consonant and add *-ing*. set → setting, begin → beginning

>> FOR PRACTICE, GO TO PAGE 131

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3 PRONUNCIATION

COACH

A 03-03 Listen. Notice the stressed words. Then listen and repeat.

The **kids** are **doing** **chores**. They **aren't** **doing** their **homework**.

What are they **doing**? They're **cleaning** the **house**.

Are they **washing** the **dishes**? **Yes**, they **are**.

Stressed words

We stress important words, like nouns and main verbs. We stress *be* verbs (like *are*) only in negatives and at the end of a sentence. Stressed words are strong and clear.

B 03-04 Listen. Underline the stressed words. Then listen and repeat.

1. A: My dad is cooking dinner.
   B: Oh, what is he making?
2. A: Is your sister walking the dog?
   B: No, she isn't. She's watching a movie.
3. A: Are you studying for the test?
   B: No, I'm talking on the phone!

C PAIRS Practice the short conversations in 3B. Then make a similar new conversation.

4 CONVERSATION

A 03-05 Listen or watch. Circle the correct answer.

1. *Emma / Bob* is working late.
2. *Emma is / Bob and the kids are* eating dinner now.
3. Bob is *taking out the trash / doing the laundry*.
4. Olivia and Luke are doing *homework / chores*.

B 03-06 Listen or watch. Complete the conversation.

Bob: Hey, Emma.

Emma: Hi, Bob. Just checking in. What _____ you _____ ?

Bob: I'm doing the laundry.

Emma: Oh, OK. _____Luke and Olivia _____ their homework?

Bob: No, they _____ . Luke is washing the dishes, and Olivia is cleaning her room.

Emma: Really? That's amazing!

C 03-07 Listen and repeat. Then practice with a partner. Use your own names.

D PAIRS Make new conversations. Use these words or your own ideas.

setting the table taking out the trash walking the dog

5 TRY IT YOURSELF

GAME Play charades. Act out the activities in the picture in 1A.
Your group guesses what you are doing.

A: Are you washing the dishes?
B: No, I'm not.
C: Are you setting the table?
B: Yes, I am!

I CAN TALK ABOUT HOUSEHOLD CHORES.

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LESSON 2 MAKE AND RESPOND TO INVITATIONS

EMMA DAVIS
@EmmaD
Finally, work is done. Time to go home!

1 VOCABULARY Types of movies

A ▶03-08 Listen. Then listen and repeat.

an action movie

a drama

a comedy

a fantasy

a science fiction movie

a thriller

a documentary

an animated movie

B PAIRS Which types of movies are usually funny? Which types are usually serious?

C PAIRS Choose one type of movie that you like. Tell your partner two examples of that type.
I really like science fiction movies. Alien and The Martian are both great.

2 SPEAKING

A ▶03-09 Notice how we accept or decline invitations politely. Then listen and repeat.

Are you free tonight? Do you want to go to the movies?

Would you like to come over for dinner tomorrow?

How about lunch?

Sure. I'd love to.

That sounds great!

Oh, sorry, I can't. I have to work.

I'd love to, but I can't. I have to study.

B ▶03-10 Listen. Does each person accept or decline the invitation? Then listen again and check.

	1	2	3	4	5
Accept	✓	☐	☐	☐	☐
Decline	☐	☐	☐	☐	☐

C ▶03-11 Listen. Match the invitations and the responses.

A: How about a movie tonight?
A: Do you want to play with us?
A: Are you free for lunch today, Rachel?
A: I'm having a birthday party on Saturday. Would you like to come?
A: Would you like to have dinner with me tonight?

B: Sure. That sounds great.
B: Sorry, I'm not. I have to work.
B: Sorry, I can't. I have to do homework.
B: That sounds great!
B: Sure! I'd love to.

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3 PRONUNCIATION

COACH

A ▶03-12 Notice the blended pronunciations. Then listen and repeat.

/wɑnə/	/hæftə/
Do you want to watch the game?	Sorry. I have to go home.
Do you want to go to the movies?	Sorry. I have to work late.

Blending: *want to* and *have to*

Sometimes we blend *to* with the word before it. We blend *want to* together as "wanna" /wɑnə/. We blend *have to* together as "hafta" /hæftə/.

B ▶03-13 Listen. Circle the words you hear. Then listen again.

1. want / want to
2. have a / have to
3. want / want to
4. have a / have to
5. want / want to
6. have a / have to

4 CONVERSATION

A ▶03-14 Listen or watch. Circle the correct answers.

1. Emma and Lucy are ***coming to work / going home***.
2. Emma and Lucy ***like / don't like*** the book *A New Life*.
3. The movie *A New Life* ***is / isn't*** playing at a theater now.
4. Emma is going ***home / to a movie*** tonight.

B ▶03-15 Listen or watch. Complete the conversation.

Lucy: _____ to go to a movie tonight?

Emma: I'd love to, but I can't. I _____ get home. Would you like to go on Sunday?

Lucy: That sounds great.

Emma: What should we see? How about *My Friend Jane?* It's a comedy.

Lucy: Sure!

C ▶03-16 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas. Use different movie names.

Sure!
Would you like to see
an action movie

5 TRY IT YOURSELF

A MAKE IT PERSONAL Student A: Invite your partner to go to a movie with you. Student B: Accept or decline the invitation.

A: Vera, do you want to go to *Journey to Mars* with me tonight? It's a science fiction movie.
B: Um ... sorry, I can't. I have to go to English class.

B WALK AROUND Invite three other people to go to a movie with you. Talk about different kinds of movies. Then accept or decline their invitations.

☐ I CAN MAKE AND RESPOND TO INVITATIONS.

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LESSON 3 TALK ABOUT FREE TIME

EMMA DAVIS
@EmmaD
There's nothing better than a good movie with a good friend.

1 VOCABULARY Free-time activities

A 03-17 Listen. Then listen and repeat.

listen to music

go to a concert

go online

do yoga

go hiking

play games

hang out with friends

spend time with family

watch TV

work out

B Look at the words. Circle the words that do not belong. Then say why you chose those words.

1. listen to music — go to a concert — work out
2. hang out with friends — go online — spend time with family
3. go hiking — work out — watch TV
4. play games — spend time with family — do yoga

C PAIRS Which activities from 1A do you do? Say the activity and when you do it or why you like it.

I listen to music when I work out.

2 GRAMMAR Verbs + infinitives and gerunds

COACH

Some verbs take infinitives or gerunds. Some verbs take only infinitives or only gerunds.

Verb + gerund / infinitive, infinitive, or gerund

Subject	Verb	Infinitive or gerund	
I	love	to listen listening	to music.
		Infinitive only	
He	wants	to go	to a concert.
		Gerund ony	
We	dislike	watching	TV.

Common verbs for …

Infinitive or gerund	
love like don't like hate	
Infinitive only	**Gerund only**
want plan hope	enjoy dislike avoid

>> FOR PRACTICE, GO TO PAGE 132

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3 CONVERSATION

A 03-19 Listen or watch. Complete the chart. Check the activities that each person likes or loves doing.

	Emma	Lucy
going to the movies		
going hiking		
working out		
going online		
spending time with family		

B 03-20 Listen or watch. Complete the conversation.

Emma: Do you _____ to work out?
Lucy: Yes. What about you?
Emma: Me? No, I hate it!
Lucy: Well, what do you _____ in your free time?
Emma: Lots of things! I _____ playing games, going online …

CONVERSATION SKILL Show you're unsure

To show that you are unsure about what someone says, say:

- Really?
- I guess so.
- I don't know about that.

Listen to or watch the video again. Raise your hand when you hear someone sound unsure.

C 03-21 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

to do yoga listening to music watching TV

4 TRY IT YOURSELF

A MAKE IT PERSONAL Have similar conversations. Talk about what you like and don't like doing in your free time.

B WALK AROUND Ask three classmates what they like and don't like to do in their free time. Ask what they want to do. Take notes in the table. Then tell the class about one of the people.

Anna loves to play games and go to concerts. She doesn't like doing the laundry. She wants to work out.

Name of classmate	Loves	Wants	Dislikes

☐ I CAN TALK ABOUT FREE TIME.

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LESSON 4 READ ABOUT A PROBLEM WITH TECHNOLOGY

EMMA DAVIS
@EmmaD
Check out this article. I think I need to spend less time on my phone …

1 BEFORE YOU READ

A PAIRS How many minutes do you spend on your phone every day? How about in front of your TV or computer?

B VOCABULARY 03-22 Listen. Then listen and repeat.

device: a technology item such as a phone or tablet
screen: the flat glasas front of a TV or computer
task: something you have to do
positive: good
active: doing a lot of things, having a lot of energy
explore: think about or do things that are new to you
creative: good at thinking of new ideas
power: strength
a little while: a short period of time

2 READ

A PREVIEW Read the title and first two sentences of the article. Then look at the photo and the chart. Is the article about a problem or a solution? How do you know?

B 03-23 Listen. Read an article about technology. What do you think "tied to our devices" means?

TIED TO OUR DEVICES

You hear it all the time, "My kids are always looking at their phones!" Or, "People are always texting. They don't have real conversations!" Look around you—at the office, at home, on the street. Almost everyone is using at least one device. Very few people are just sitting, doing nothing at all. We are always using a device or looking at a screen. A recent study of 30 countries showed that people spend a lot of their free time in front of a screen—an average of more than seven hours a day. What's wrong with that? Maybe a lot.

When people are using their devices, they often don't pay close attention to what is happening around them. They don't really listen, so they don't remember details. They often don't sleep well, and so they have less energy. Some people believe that their devices help them do more than one task at the same time. But studies show that when people do many tasks at the same time, they usually don't do any of them very well.

Turning off your devices—even for a short time—can be very positive. Maybe you are thinking—no phone, no computer? So boring! That's true; you may get bored. But that's not always bad. When you're not doing anything, your brain is still active. It's free to explore and be creative. Why do think your best ideas come when you're taking a shower? You can't take your devices with you! The author J.K. Rowling understands the power of doing nothing. Many years ago, she was on a long train ride with no book and no devices. She wasn't doing anything, but her mind was working hard. During that journey, she got the idea for *Harry Potter*. So, turn off your devices for a little while and do nothing. It could be the beginning of a great idea.

Source: Millward Brown, 2014

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3 CHECK YOUR UNDERSTANDING

READING SKILL Find the main idea

The main idea is what the writer wants you to know about the topic. To find the main idea, first find the topic. Then ask yourself: What does the writer want to tell me about this topic?

A READING SKILL Read the Reading Skill. Answer the questions.

1. The topic of the article is using electronic _____ .
2. What is the main thing the writer wants to tell you about the topic?
   a. Our devices are not good for our health.
   b. The time that people spend on their devices is increasing.
   c. It is a good idea to spend some free time without devices.

B DETAILS Check all the correct answers.

1. According to the article, what can happen when people are "tied to their devices"?
   a. ___ They don't have enough time.
   b. ___ They don't listen carefully.
   c. ___ They don't remember things.
   d. ___ They don't make a lot of friends.
   e. ___ They often don't sleep well.
   f. ___ They don't do well in school.
2. In which countries do people spend more than 450 minutes a day in front of a screen?
   a. ___ United Kingdom
   b. ___ Brazil
   c. ___ China
   d. ___ Mexico
   e. ___ Vietnam
   f. ___ South Korea
3. According to the article, what are some positive things about doing nothing?
   a. ___ You can be creative.
   b. ___ You can think about other people.
   c. ___ You can get some great ideas.
   d. ___ You can remember better.
   e. ___ You can rest your brain.
   f. ___ You can meet new people.

C FOCUS ON LANGUAGE Read. What do the underlined words mean?

1. Almost everyone is using <u>at least one</u> device.
   a. Almost everyone is using one device.
   b. Almost everyone is using one or more devices.
2. When people use their devices, they often <u>don't pay close attention</u> to what is happening around them.
   a. People don't watch or listen carefully to what is happening around them.
   b. People are far away from things that are happening around them.

D PAIRS What was the article about? Retell the most important ideas. Use your own words.

When we use our devices ...

Find out how much time people spend in front of different screens: TVs, computers, phones, tablets.

4 MAKE IT PERSONAL

A What problems do you have with screens? Complete the chart and add your own ideas.

Problems	Yes / No
I don't remember well.	
I don't have much energy.	

Problems	Yes / No

B PAIRS How much do you use your devices? Do you have any problems?

☐ I CAN READ ABOUT A PROBLEM WITH TECHNOLOGY.

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LESSON 5 WRITE ABOUT WAYS TO RELAX

EMMA DAVIS
@EmmaD
Just posted on Good Questions. Check it out! What do you think?

1 BEFORE YOU WRITE

A Read the discussion board post. What does the writer do to relax?

Good Questions Home | Discussion Board | Logout

Home
Relaxing
Busy life
Family
Friends
Indoors
Outdoors

What do you do to relax?

Emma D July 2

I work 60 hours a week. So, the weekend is my time to relax. I like to listen to music and watch TV. I usually spend time with my family at home, but I also love going to the movies and hanging out with my frien is really busy, so sometimes I just stay home and do chores. I know it's funny, but I like doing laundry. For me, doing laundry is relaxing. As for other chores, like washing dishes and taking out the trash? No thanks!

Leave a Reply
Enter your comment here…

Do you like this answer? (22) (3)

B Read the post again. Take notes in the chart. What does Emma like to do? What doesn't she like to do?

Likes	Doesn't like

C PAIRS Look at the chart in 1B. Discuss. Which things do you like to do? Which things don't you like to do? Do you and your partner like to do the same things?

A: I like to listen to music.
B: Me, too.

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2 FOCUS ON WRITING

A Read the Writing Skill.

B Read the post again. Circle each example of *and* and *but*. Tell your partner why the writer used *and* and *but*.

WRITING SKILL Connect ideas with *and* and *but*

Use *and* to connect ideas that are similar. Use *but* to introduce different ideas or surprising information.

- She is funny **and** outgoing.
- I am short, **but** my sister is tall.
- Dan is having fun tonight, **but** I have to work.

3 PLAN YOUR WRITING

A What do you do to relax? List things you like to do and some things you don't like to do. Use your own information to make a chart like the one in 1B.

B PAIRS Tell your partner about what you like to do and don't like to do.

I like to watch action movies, but I don't like ...

4 WRITE

Write a short discussion board post about what you do to relax. Include what you like to do and don't like to do. Remember to use *and* and *but*. Use the post in 1A as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange posts and read your partner's post.

1. Did your partner use *and* to connect similar ideas and *but* to introduce different ideas or surprising information?
2. Did your partner include things that he or she likes to do and things that he or she doesn't like to do?

B PAIRS Can your partner improve his or her post? Make suggestions.

6 PROOFREAD

Read your post again. Can you improve your writing?

Check your
- spelling
- punctuation
- capitalization

I CAN WRITE ABOUT WAYS TO RELAX.

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PUT IT TOGETHER

1 MEDIA PROJECT

A ▶03-24 Listen or watch. Answer the questions.

1. What doesn't Li like to do in the kitchen? _____
2. What does Li like to do in his living room? _____
3. Where does Li like to read? _____

B Make your own video.

Step 1 Think of some things you like to do and some things you don't like to do.

Step 2 Make a 30-second video. Say the activities you like and don't like. Show the place(s) you do the activities.

Step 3 Share your video. Answer questions and get feedback.

2 LEARNING STRATEGY

WRITE ABOUT YOUR LIFE

Choose vocabulary you want to learn. Then use that vocabulary to write sentences about your life.

Look at the chores, movies, and free-time activities from this unit. Choose the vocabulary words you want to practice. Write sentences about your life.

I enjoy working out.
I love watching action movies.

3 REFLECT AND PLAN

A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Talk about household chores
- ☐ Make and respond to invitations
- ☐ Talk about free time

Vocabulary
- ☐ Household chores
- ☐ Types of movies
- ☐ Free-time activities

Pronunciation
- ☐ Stressed words
- ☐ Blending *want to* and *have to*

Grammar
- ☐ The present continuous for events happening now: Review
- ☐ Verbs + infinitives and gerunds

Reading
- ☐ Find the main idea

Writing
- ☐ Connect ideas with *and* and *but*

B What will you do to learn the things you highlighted? Write notes.

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4 WHOSE PHONE IS THIS?

LEARNING GOALS

In this unit, you

- talk about who owns something
- ask for and give / refuse permission
- compare things
- read about a lost object
- write an online product ad

GET STARTED

A Read the title and the learning goals.

B Look at the photo of a desk. What things do you see?

C Now read Simon's message. Where is he? What is he doing?

SIMON HARRIS

@SimonH

Back in New York! Why are there always more meetings on Mondays?

LESSON 1 TALK ABOUT WHO OWNS SOMETHING

SIMON HARRIS
@SimonH
I should bring a suitcase to these meetings. Got my pens, paper, laptop, coffee …

1 VOCABULARY Personal possessions

A ▶04-01 Listen. Then listen and repeat.

a purse

an ID badge

sunglasses

a water bottle

headphones

a cell phone

a backpack

a wallet

keys

a credit card

B GROUPS Which of the things in 1A do you have? Put them on the table. Which group has the most things?

We have 15 things! Three backpacks, one water bottle, two sunglasses …

2 GRAMMAR Questions with *whose*; Possessive nouns and pronouns

COACH

Whose	Subject	*Be*	*This / these*
Whose	phone	is	this?
	keys	are	these?

Note
- Use *whose* alone when the meaning is clear.
  That's a nice car. **Whose** is it?

	Possessive pronouns		Singular possessive nouns		Plural possessive nouns
It's	**mine.** **yours.** **his.**	It's	**John's.** **John's** phone. **Tom and Ann's.** **Tom and Ann's** phone.	It's	the **managers'.** the **managers'** phone.
They're	**hers.** **ours.** **theirs.**	They're	**John's.** **John's** keys. **Tom and Ann's.** **Tom and Ann's** keys.	They're	the **managers'.** the **managers'** phones. **Tom's and Ann's** phones. **Tom's and Ann's.**

>> FOR PRACTICE, GO TO PAGE 133

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3 PRONUNCIATION

COACH

A 04-03 Listen. Notice the stress in these compound nouns. Then listen and repeat.

a **cell** phone an **ID** badge a **back**pack **home**work

B 04-04 Listen. Circle the item that is not a compound noun. Then listen and repeat the compound nouns.

1.	a laptop	a newspaper	a small phone	a shopping bag
2.	a water bottle	a coffee cup	car keys	a black pen
3.	sunglasses	a nice shirt	a raincoat	a T-shirt
4.	a credit card	a business card	a good book	a notebook

C PAIRS Which items in 3A and 3B do you take to work or school?

Stress in compound nouns

Sometimes we put two words, often nouns, together to make a compound noun. We usually stress only the first word in a compound noun: a **cell** phone. We stress both words in an ordinary adjective + noun phrase: a **new phone**.

4 CONVERSATION

A 04-05 Listen or watch. Who do the things from the meeting belong to? Complete the chart.

	Cup	Cell phone	Keys	Umbrella	Water bottle	Backpack	Wallet	Credit card
Simon								
Zoey								
Lucy								
?								

B 04-06 Listen or watch. Complete the conversation.

Simon: _____ phone is this?
Zoey: It's not _____ . Maybe it's _____ .
Simon: Oh, OK … And whose keys are these?
Zoey: I think they're _____
Simon: And here's a water bottle! Is this yours?
Zoey: No. Unbelievable! People keep leaving their stuff!

C 04-07 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

ID badge
sunglasses
a wallet

5 TRY IT YOURSELF

GAME Work in two groups. Each student puts a personal possession into the bag for his or her group. Don't let the other group see. Group A: take something from your bag. Group B: guess who it belongs to. Then switch roles. Continue until both bags are empty.

A: Whose purse is this? B: I think it's Emi's. A: Emi, is it yours? C: No, it isn't!

☐ I CAN TALK ABOUT WHO OWNS SOMETHING.

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LESSON 2 ASK FOR AND GIVE / REFUSE PERMISSION

SIMON HARRIS
@SimonH
… and now I need another suitcase for all the stuff my co-worker forgot in the meeting room …

1 VOCABULARY Verbs used with personal possessions

A ▶04-08 Listen. Then listen and repeat.

B PAIRS Talk with your partner about the things you lose, find, give, take, borrow, and lend.

A: What things do you lose?
B: I lose my keys a lot. How about you?

2 SPEAKING

A ▶04-09 Notice how we ask for permission, give or refuse permission, and respond. Then listen and repeat.

Ask for permission	Give or refuse permission	Respond
Can I please use your phone?	Sure. Here you go.	Great. Thanks!
Can I borrow some money?	Sorry, no. I don't have any.	That's OK. Thanks anyway.
Can I use your bathroom?	Of course. Go ahead.	Thanks so much!
Can I please borrow your pen?	Sorry, I need it.	OK. No problem.

B ▶04-10 Listen. Check whether the person gives permission or refuses permission.

	Conversation 1	Conversation 2	Conversation 3	Conversation 4	Conversation 5
Gives permission					
Refuses permission					

C ▶04-11 Listen again. Circle the thing you hear.

1. a. Sure, Sweetie. Go ahead. b. Sorry, no.
2. a. Sorry. I need it. b. Of course. Go ahead.
3. a. Sure. No problem. b. Sorry, no.
4. a. Great! Thanks! b. OK! No problem!
5. a. Thanks anyway. b. Thanks so much.

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3 CONVERSATION

A 04-12 Listen or watch. Circle the correct answers.

1. What are Lucy and Ray doing?
   a. waiting for Janet c. eating lunch
   b. having a meeting
2. What can't Lucy find?
   a. her backpack c. her purse
   b. her phone
3. Simon is looking for Lucy because he wants to ___ .
   a. eat lunch with her c. give her her things
   b. borrow her I.D. badge

B 04-13 Listen or watch. Complete the conversation.

Ray: What's wrong?
Lucy: I can't find my phone. _____ borrow yours?
Ray: Sure. Here you go.
Lucy: Great. Thanks.
Ray: _____ use your umbrella?
Lucy: I'm sorry, but_____.

C 04-14 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

use Of course borrow

CONVERSATION SKILL
Show you're confused

To show that you are confused by something, say:

- Huh.
- That's weird.
- Hmm.

Listen to or watch the video again. Raise your hand when you hear someone is confused.

4 TRY IT YOURSELF

A MAKE IT PERSONAL What can you ask permission for? Add your ideas to the chart.

	Verb	Thing
Can I …	borrow	your pen?

B WALK AROUND Ask your classmates for permission. Use your ideas from the chart.

A: Hong, can I borrow your pen?
B: Sorry. I'm using it right now.
A: OK. No problem.

I CAN ASK FOR AND GIVE / REFUSE PERMISSION.

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LESSON 3 COMPARE THINGS

SIMON HARRIS
@SimonH
Guess what arrived in the mail today? Can't wait to use it at the office …

1 VOCABULARY Technology adjectives

A 04-15 Listen. Then listen and repeat.

B Which words in 1A can you use to describe these things?

_____ _____ _____
_____ _____ _____
_____

C PAIRS Which technology do you have or use? Tell your partner and use the words in 1A to describe the things. Does your partner use the same words to describe his or her things?

A: Well, my phone is new, but it's big and bulky.
B: Really? Mine is old, but it's really thin.

2 GRAMMAR Comparative adjectives: Regular and irregular

COACH

Use comparative adjectives to compare two people or things.

	Adjective	Comparative adjective
For most one-syllable adjectives, add ***-(e)r*** for the comparative.	fast cheap	fast**er** cheap**er**
For one-syllable adjectives ending in one vowel + one consonant, double the final consonant and add ***-er.***	thin big	thin**ner** big**ger**
For two-syllable adjectives ending in ***y***, drop the ***y*** and add ***-ier***.	easy dirty	eas**ier** dirt**ier**
For most adjectives with two or more syllables, use ***more / less*** + the adjective.	expensive interesting	**more** expensive **less** interesting

Notes
- Use *than* when you use a comparative adjective in front of a noun.
  Laptops are more expensive **than tablets**.
- Some adjectives have irregular forms: good → **better** bad → **worse**

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3 PRONUNCIATION

COACH

A 04-17 Listen. Notice the stressed and unstressed words. Then listen and repeat.

Laptops are bigger than tablets.

Tablets are less expensive than laptops.

B 04-18 Listen. Underline the stressed words. Then listen again and circle the letters that have the unstressed sound /ər/. Check your answers with a partner.

1. Cell phones are more expensive than tablets.
2. Laptops are newer than cell phones.
3. Tablets are heavier than cell phones.
4. Phone calls are better than emails.
5. Computers are faster than cell phones.

C PAIRS Talk about the statements in 3A and 3B. Which do you think are true?

Stress in comparative sentences

In comparatives, we stress the adjective and words like *more*. The word *than* is usually unstressed and pronounced with the short, weak vowel /ə/: /ðən/.

The unstressed *are* has the same sound /ər/ as the *-er* in *bigger*.

4 CONVERSATION

A 04-19 Listen or watch. Complete the sentences. Circle all the correct answers.

1. Simon's new laptop is ___ than his old one.
   a. better b. more expensive c. faster
2. Zoey says her tablet is ___ .
   a. light b. easy to use c. bulky
3. Simon says laptops are ___ than tablets.
   a. better for work b. smaller c. faster

B 04-20 Listen or watch. Complete the conversation.

Simon: I just got a new laptop.
Zoey: Oh, yeah? How do you like it?
Simon: It's _____ my old one. It's a lot _____.
Zoey: I have a laptop, but I just use it for work.
Simon: Really?
Zoey: Yeah. I like my tablet. I carry it everywhere. It's thin, so it's light.

C 04-21 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

desktop computer
laptop small
not heavy

5 TRY IT YOURSELF

MAKE IT PERSONAL Compare two different things. For example, you can compare your phone with your partner's phone, or you can compare two different kinds of things. Which thing is better?

A: Your phone is newer than my phone. **B:** It's lighter than yours, too.

☐ I CAN COMPARE THINGS.

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LESSON 4 READ ABOUT A LOST OBJECT

SIMON HARRIS
@SimonH
The lost and found department had a busy day today. Made me think of this beautiful story.

1 BEFORE YOU READ

A PAIRS What do most people have in their wallets? What's in your wallet?

B VOCABULARY 04-22 Listen. Then listen and repeat.

search: try to find something or someone
sign: write your name the way you do on a check
copy: one of many books, magazines, or newspapers that are exactly the same
stare at: look at for a long time without moving your eyes
forever: for all of the future

2 READ

A PREVIEW Read the title and the first sentence, and look at the photo. What do you think happens in the story?

B 04-23 Read and listen to a story about a lost wallet. Who is the owner of the wallet?

A LOST WALLET

In 2014, when Matt Porter was 27 and living in Glendale, California, he found a wallet on the street. Inside the wallet, there was an ID badge, some receipts, a few dollars, and a photograph of a beautiful young woman and an old man. He wanted to return the wallet, but there was no address. He had only the name on the ID badge—Sara Calvo—and the name of the company where she worked. After he found it, he went to the company, but she did not work there anymore. No one at the company knew anything about her. Then he searched on the Internet and found a Sara Calvo in Glendale. Later, he called her, but she had not lost her wallet. He put the wallet away in a box, but he did not forget about it.

Two years later, Matt moved to Seattle for a new job. He took the wallet with him. He was not sure why, but there was something special about the photograph. He couldn't get it out of his mind. One day, he went to a bookstore. He saw a poster for an event the next week. A writer named Sara Calvo was coming to the bookstore to sign copies of her first book. Matt stared at the photograph on the poster. It was his Sara Calvo! He could not believe it! The next week, he returned to the bookstore with the wallet. He walked to the desk where Sara Calvo was sitting, and he handed her the wallet. "Where did you find this?" she asked. She took out the photograph and began to cry. "This is my grandfather. It was my only photograph of him. I thought it was gone forever!" Matt replied, "It's a long story. Let's go have a cup of coffee, and I'll tell you all about it."

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3 CHECK YOUR UNDERSTANDING

A TOPIC **What is the story about?**

a. a famous young writer
b. two people who fall in love
c. a lost object with a lucky ending

B DETAILS **Choose the correct answer.**

1. What did Matt find in the wallet?
   a. credit cards
   b. money
   c. checks
2. Why did Matt move to Seattle?
   a. He lost his job in Glendale.
   b. He wanted to find Sara.
   c. He got a job in Seattle.
3. What was on the poster at the bookstore?
   a. a photo of a grandfather
   b. a photo of Sara Calvo
   c. a photo of a missing wallet
4. What did Sara do when she saw the photograph?
   a. She cried.
   b. She sat down.
   c. She left.

C FOCUS ON LANGUAGE **Read the sentence. What do the underlined words mean?**

He <u>couldn't get it out of his mind</u>.

a. He thought about it all the time.
b. It wasn't important to him.

D READING SKILL **Read the Reading Skill. What is the correct order of events in the story? Use time signals to help you.**
1. Circle the signal words in the story. 2. Write the numbers (1–9) in the blanks.

___ Matt found a wallet.
___ Matt returned to the bookstore.
___ Matt moved to Seattle.
___ Matt went to Sara's company.
___ Sara lost her wallet.
___ Matt called a Sara Calvo in Glendale.
___ Sara looked at the photo in the wallet.
___ Matt saw a poster with Sara's photo.
___ Matt tried to find Sara.

READING SKILL Understand time order

When you read stories about the past, look for time signal words such as *first, then, next, later, before, after*. They can help you understand the correct order of events.

E PAIRS **Retell the most important ideas in the story. Use your own words.**

The story is about a lost wallet ...

Find out what things people lose most often.

4 MAKE IT PERSONAL

A **Think about something you lost. What happened? Write two sentences using time words.**

Time word	Sentence
First	

B PAIRS **Now tell your partner about the thing you lost.**

A: Did you ever lose something?
B: Oh, yeah. I lost my keys last week!
A: Really? What happened?

☐ I CAN READ ABOUT A LOST OBJECT.

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LESSON 5 WRITE AN ONLINE PRODUCT AD

SIMON HARRIS
@SimonH

I'm buying headphones online. Here are the two I'm thinking about. Which should I get?

1 BEFORE YOU WRITE

A Read the ads. What are the differences between the headphones?

Sell Your Stuff | Home | Buy | Sell | Logout

USA > New York > For Sale > Electronics > Headphones

"Sound Swim" headphones for sale! Call now! CONTACT

"Sound Swim" Headphones $400
Don't buy cheap headphones!
These Sound Swim headphones are new. They work well with any phone or computer, and they sound great. They are expensive, but your music will never sound better!
They come with a light USB power cable.
Contact Andy for more details. Please send a text or leave a voicemail.

Show Contact | Details | Posted October 14

Used headphones CONTACT

Headphones $45
Don't pay too much for headphones!
These headphones look a little old (I bought them two years ago), but they're really great. The sound is really nice, and they are very soft.
Please contact Ali by email for more information.

Show Contact | Details | Posted October 14

Categories
- furniture
- bicycles
- electronics
  - *desktop computers*
  - *headphones*
  - *laptops*
  - *smartphones*
  - *TV*
- toys

B Read the ads again. Fill in details about the headphones in each of the circles.

C PAIRS Which headphones are better? Why?

A: I think the used headphones are better.
B: Really? Why?
A: Well, ...

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2 FOCUS ON WRITING

A Read the Writing Skill.

B Read the ads again. Underline the adjectives that describe the headphones.

WRITING SKILL Add details

Details make your writing clearer and more interesting. You can add details to your description with adjectives. Adjectives come before nouns and after some verbs (*be, sound, look,* etc.). Use *very* to make adjectives stronger. Use *a little* to make adjectives weaker.

- She has an *expensive* car.
- Jim is *very shy*.
- The movie looks *a little boring*.

3 PLAN YOUR WRITING

A Think of something you want to sell. Write the name of the item in the middle. Fill in details about your item on the lines.

B PAIRS Tell your partner about something you want to sell.

I want to sell my desk ...

4 WRITE

Write an online ad for something you want to sell. Include details to describe it. Remember to use adjectives. Use the ads in 1A as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange papers and read your partner's ad.

1. Did your partner write a good description?
2. Did your partner use adjectives to describe the item he or she wants to sell?

B PAIRS Can your partner improve his or her ad? Make suggestions.

6 PROOFREAD

Read your ad again. Can you improve your writing?

Check your
- spelling
- punctuation
- capitalization

I CAN WRITE AN ONLINE PRODUCT AD.

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PUT IT TOGETHER

1 MEDIA PROJECT

A 04-24 Listen or watch. What does Sara talk about?

B 04-25 Listen or watch again. Write one thing Sara says about each object.

1. Wallet: _____
2. Sunglasses: _____
3. Computer: _____
4. Keys: _____

C Show your own photos.

Step 1 Take pictures of four things that are important to you and to your friends.

Step 2 Show the photos to the class. Talk about each thing.

Step 3 Answer questions about the things. Get feedback on your presentation.

2 LEARNING STRATEGY

WRITE A CONVERSATION

Choose a grammar point that you want to practice. Write a conversation in five or more sentences. Use the grammar three times in the conversation. Show your conversation to a friend and ask him or her to check your grammar.

Write a conversation using questions with *whose* and possessive pronouns. Then show your conversation to a partner and ask him or her to check your grammar.

A: Whose phone is that?
B: It's mine. I just got it. Do you like it?

3 REFLECT AND PLAN

A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Talk about who owns something
- ☐ Ask for and give permission
- ☐ Compare things

Grammar
- ☐ Questions with *whose*; Possessive nouns and pronouns
- ☐ Comparative adjectives: Regular and irregular

Vocabulary
- ☐ Personal possessions
- ☐ Verbs used with personal possessions
- ☐ Technology adjectives

Reading
- ☐ Understand time order

Writing
- ☐ Add details

Pronunciation
- ☐ Stress in compound nouns
- ☐ Stressed and unstressed words in comparatives

B What will you do to learn the things you highlighted? Write notes.

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5 ANY PLANS FOR THE WEEKEND?

LEARNING GOALS

In this unit, you

- talk about plans
- plan an activity with friends
- talk about problems with plans
- take a personality quiz
- write an email to make plans

GET STARTED

A Read the title and the learning goals.

B Look at the photo of the beach. What do you see?

C Now read Carlos's message. What is Carlos doing? What does he want to do this weekend?

CARLOS MORENO

@CarlosM

Working hard this week. But I need to have fun, too. That's what weekends are for!

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LESSON 1 TALK ABOUT PLANS

CARLOS MORENO
@CarlosM
Need to make some plans 😀
Only two days till the weekend!

1 VOCABULARY Time expressions

A ▶05-01 Listen. Then listen and repeat.

B Look at Jason's calendar in 1A. Write what he's doing at each time.

The day after tomorrow _____ Later this week _____ Next Tuesday _____ This weekend _____ Next weekend _____

C PAIRS Look at Jason's calendar in 1A again. Ask and answer questions about the calendar.

A: When is Jason's meeting? B: It's tomorrow morning.

2 GRAMMAR Present continuous for the future

COACH

When	*Be*	Subject	Verb + *ing*	Subject	*Be*	Verb + *ing*	Future time expression
When	**are**	you	**leaving?**	I	**am**	**leaving**	on Sunday night.
	is	she		She	**is**		
	are	we		We	**are**		

Notes

- We almost always contract the subject pronoun + *be* with the present continuous in speech and informal writing.
  He**'s** working in Tokyo next week.
  We**'re** taking the train to the airport.
- Use a future time expression to make the future meaning clear.
  I**'m working** on the project **next week**.
- Remember that you can also use the present continuous to talk about events happening now.
  I**'m working** on the project **now**.

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3 CONVERSATION

A ▶05-03 Listen or watch. Then answer the questions. Choose the correct answers.

1. What is Carlos working on now?
   a. a new project b. Hudson Life
2. What is Carlos doing on Saturday?
   a. taking pictures b. going to a movie
3. When is Leo going to a concert?
   a. on Saturday night b. on Sunday afternoon

B ▶05-04 Listen or watch. Complete the conversation.

Leo: So, what are you doing this weekend?
Carlos: _____ to the beach on Saturday.
Leo: Oh, nice.
Carlos: What about you? What _____ this weekend?
Leo: _____ to a concert on Sunday afternoon.
Carlos: Oh, yeah? That sounds fun!

C ▶05-05 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas. Talk about different activities.

next weekend on Saturday afternoon on Sunday night

CONVERSATION SKILL
Change the topic

To change the topic, you can say:
- So, what else is new?
- So, anything else going on?
- So, enough about that.

Listen to or watch the video again. Raise your hand when you hear someone change the topic.

Some ideas:
go to a concert
go to the movies
go hiking
hang out with friends
watch TV
work out

4 TRY IT YOURSELF

A MAKE IT PERSONAL Add your events to the calendar. Use the ideas in the box or your own ideas.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

B WALK AROUND Ask three other students about their plans. Talk about your plans for this weekend and the next few weeks.

A: Do you have any plans for this weekend? Are you doing anything fun?
B: Yes. I'm going to a concert on Friday night.
A: Oh? Which concert?

☐ I CAN TALK ABOUT PLANS.

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LESSON 2 PLAN AN ACTIVITY WITH FRIENDS

CARLOS MORENO
@CarlosM
Where's the best place to relax? I say the beach!

1 VOCABULARY Verbs for offers; Activities with *go + -ing*

A VERBS FOR OFFERS ▶05-06 Listen. Then listen and repeat.

B ACTIVITIES WITH *GO + -ING* ▶05-07 Listen. Then listen and repeat.

C PAIRS Complete the conversations. Match the sentences with the correct responses.

___ 1. I want to go swimming, but I don't know how.
___ 2. Let's go shopping at the mall tomorrow.
___ 3. I want to go fishing, but I don't have a car.

a. Sounds great. I can meet you there at 3 P.M.
b. Don't worry. I can give you a ride.
c. I can teach you.

D Take a poll. See how many people do each activity in 1B. Then talk with your partner about what you learned. Which activities does the class like?

A: I like to go dancing, but no one else likes dancing.
B: Yeah, but everyone really likes going shopping.

2 GRAMMAR Object pronouns

	Object pronoun	
Can you give	**me**	a ride?
I can pick	**them**	up.

	Preposition	Object pronoun
He's going	**with**	**them.**
They're waiting	**for**	**him.**

Notes
- You can use object pronouns in compound objects.
  They're waiting for **you and me**.
  I'm talking to **Rob and him** tonight.
- We almost always use contractions in speech and informal writing.

Subject pronouns	Object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
they	them

>> FOR PRACTICE, GO TO PAGE 136

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3 PRONUNCIATION

COACH

A ▶05-09 Listen. Notice the different vowel sounds and their spellings. Then listen and repeat.

/aɪ/	/ɪ/	/i/
ride	pick	teach

Sounds and spelling: the vowels /aɪ/, /ɪ/, and /i/

The letter *i* usually spells the sound /ɪ/ (*sit*) or /aɪ/ (*like*).
The letter *i* by itself does not usually spell the sound /i/ (*see*).
The sound /i/ (*see*) usually has a spelling that includes the letter *e*.

B ▶05-10 Listen. Below each word, write the word from 3A (*ride*, *pick*, or *teach*) with the same vowel sound. Check your answers with a partner. Then listen and repeat.

meet teach _____ give _____ drive _____ hiking _____

fishing _____ sightseeing _____ beach _____ swimming _____

C PAIRS Make three sentences. Use a word with /aɪ/, /ɪ/, or /i/ in each sentence.

I like to go sightseeing in the city.

4 CONVERSATION

A ▶05-11 Listen or watch. Check all the correct answers.

1. Who wants to go the beach?
   ☐ Carlos ☐ Ray ☐ Leo
2. What do they want to do at the beach?
   ☐ go swimming ☐ go fishing ☐ go shopping
3. How are they getting to the beach?
   ☐ by car ☐ by train ☐ by bus

B ▶05-12 Listen or watch. Complete the conversation.

Carlos: We're going to Long Beach Island on Saturday. Do you want to come _____?
Leo: Yeah! I'd love to go _____!
Carlos: I can't wait to go swimming.
Leo: And I want to go fishing!
Carlos: I can pick you up on Saturday morning, around 8:00. Sound good?
Leo: Great.

C ▶05-13 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

go sightseeing
go shopping
give you a ride

5 TRY IT YOURSELF

MAKE IT PERSONAL Plan an activity with your partner.

A: Do you want to go fishing tomorrow?
B: I'd love to! But how are we getting there? Do you have a car?
A: Yes. I can give you a ride.
B: Great!

☐ I CAN PLAN AN ACTIVITY WITH FRIENDS.

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LESSON 3 TALK ABOUT PROBLEMS WITH PLANS

CARLOS MORENO
@CarlosM
Finally, time to go to the beach! It's going to be a great day!

1 VOCABULARY Problems with plans

A ▶05-14 Listen. Then listen and repeat.

I'm stuck in traffic.

I'm lost.

The train is late.

I missed the bus.

I can't find you.

I have the wrong address.

I have an emergency.

I'm running late.

B ▶05-15 Listen. What problems do the people have? Number the photos in 1A in the order you hear each problem mentioned.

C PAIRS Which problems from 1A do you have often? Which problems do you never have?

A: I'm stuck in traffic all the time.
B: Me too!

2 GRAMMAR *Will* for future intention

COACH

Affirmative statements			Negative statements			*Yes / no* questions			Short answers	
Subject	*Will*	Verb	Subject	*Will + not*	Verb	*Will*	Subject	Verb	Affirmative	Negative
I We	**will**	**wait.**	I We	**will not**	**wait.**	**Will**	he	come?	Yes, he will.	No, he won't.

Wh- questions					Short answers
Wh- word	*Will*	Subject	Verb		
When	**will**	I	**see**	you?	After work.
What time		he	**get**	here?	At 10:00.

Notes

- You can use *will* + the base form of a verb to make an offer or state a plan made at the moment of speaking.
  A: I don't have a ride. **A:** I'**ll be** back in a minute.
  B: I'**ll pick** you up. **B:** Hurry! The movie **is** starting.
- We almost always contract the subject pronoun + *will* in speaking and informal writing.
  I will → **I'll** they will → **they'll** it will not → it **won't** we will not → we **won't**
- Use contractions in negative short answers only.
  A: Will he call us back? **B:** Yes, he **will**. / No, he **won't.** NOT Yes, ~~he'll~~.

>> FOR PRACTICE, GO TO PAGE 137

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3 PRONUNCIATION

COACH

A ▶05-17 Listen. Notice the pronunciation of the contractions with *will*. Then listen and repeat.

I'll	I'll see you soon.	**we'll**	We'll wait for you.
he'll	He'll pick you up.	**she'll**	She'll call you later.
you'll	You'll need a car.	**they'll**	They'll be here in 10 minutes.

Contractions with *will*

We say the contractions *I'll, you'll, he'll, she'll, we'll,* and *they'll* as one syllable. The vowel in these contractions often has a short, relaxed sound.

B ▶05-18 Listen. Circle the word you hear. Check your answers with a partner. Then listen and repeat the sentences with contractions with *will*.

1. ***I / I'll*** drive to work.
2. ***We / We'll*** meet at the restaurant.
3. ***They / They'll*** need a ride.
4. ***We / We'll*** go to the beach on Sundays.
5. ***They / They'll*** eat lunch at a café.
6. ***I / I'll*** get home around 6:00.

C PAIRS Say a sentence with each pronoun (*I, you, he, she, we, they*) contracted with *will*.

4 LISTENING

A ▶05-19 Carlos and Ray are going to pick Leo up and go to the beach, but they have trouble meeting. Which sentences do you think they will say? Listen and check your answers.

- ☐ Will you be here soon?
- ☐ We'll wait for you.
- ☐ What time is it?
- ☐ Where are you?
- ☐ Do you want to meet?

LISTENING SKILL Make predictions

When you listen, try to predict or guess what the speakers will say. This helps you to understand better.

B ▶05-20 Listen again. What happens? Put the events in the correct order. Write the numbers.

___ Carlos and Ray are stuck in traffic.
___ Leo has the wrong address.
___ Leo has an emergency.
___ Leo goes to a store.
___ Carlos and Ray go to a café.

C PAIRS Talk about what Carlos, Leo, and Ray will do now.

Carlos and Ray will buy food. Then ...

5 TRY IT YOURSELF

A ROLE PLAY Student A: You're meeting Student B. You're on time. Student B: You're late. Role play a phone conversation. Use the places in the box or your own ideas.

a restaurant	the gym	a park	a movie theater

A: Hi, Ana. It's John.
B: Hi, John.
A: Hey, where are you? It's after seven, and I'm here at the restaurant.
B: Sorry. I'm running late. I'm stuck in traffic. I'll be there in 15 minutes.

B WALK AROUND Role play conversations with other students about problems with plans.

☐ I CAN TALK ABOUT PROBLEMS WITH PLANS.

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LESSON 4 TAKE A PERSONALITY QUIZ

CARLOS MORENO
@CarlosM
Do you like taking personality quizzes? I love them.

1 BEFORE YOU READ

A PAIRS Have you taken a personality quiz? What kind of personality do you think you have?

B VOCABULARY 05-21 Listen. Then listen and repeat.

organized: an organized person plans and arranges things carefully
last-minute: at the last possible time
figure out: find an answer to a problem
put something together: to make something by joining its different parts
deadline: the date or time by which you must finish something

2 READ

A READING SKILL Read the Reading Skill. Then preview the quiz. Answer the questions.

1. Where can you find quizzes like this?
2. People take quizzes like this to ***have fun / study science / plan their weekends***.

READING SKILL
Think about similar readings

Thinking about similar readings makes reading easier. Before you read, preview the text. Then think about quizzes that you have taken before. What things do all quizzes have?

B 05-22 Read and listen to a personality quiz. Then take the quiz. What two personality types are in the quiz?

PERSONALITY QUIZ: ARE YOU A PLANNER OR A FREE SPIRIT?

You are planning a quiet weekend at home, but then—surprise! An old friend texts you. He wants to go fishing—in an hour. What's your response? Will you change your plans and meet him?

Some people love surprises. They get bored if every day is the same. These free spirits are always up for anything. Other people are the opposite. They are planners. They are very organized. Planners usually don't like last-minute changes to their plans. What kind of person are you—a free spirit or a planner? To find out, take our quiz.

What do you do when ...?

1) You are planning a trip to London.
a. I read about the city and make a list of everything I want to see.
b. I ask my friends on social media about places to visit.
c. I wait until I arrive. Then I decide what to do.

2) You want to cook dinner tonight, but you need to go shopping.
a. I decide what to cook. Then I check the refrigerator and make a list.
b. I buy what looks good. Then I cook whatever I bought.
c. I get a call from a friend, and we decide to go out for pizza instead.

3) You buy a desk on the Internet. It arrives in a box in twelve pieces. Now you need to put it together.
a. I read the instructions. I find a video online to help me.
b. I usually don't read instructions, but I look at them if I have a problem.
c. I never use the instructions. I figure it out on my own.

4) You wake up. It's a beautiful, sunny day.
a. I walk to work with a smile on my face.
b. I go to my office but take a long lunch in the park.
c. I take my laptop and go hiking. I do some work in a beautiful place.

5) You have a deadline next week for a project at work.
a. I finish early so I can check my work.
b. I work until midnight, but I finish on time.
c. I think of a better idea for the project. My boss will love it!

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Add up your scores:
Each (a) = 3 points
Each (b) = 2 points
Each (c) = 1 point
Your score: ___

12–15 points: You are a *planner*. You don't like to change at the last minute.

8–11 points: You like to plan, but some changes are OK, too.

5–7 points: You are a *free spirit*. You love surprises, and you like each day to bring something new and fun.

3 CHECK YOUR UNDERSTANDING

A What is the main point that the quiz makes?

a. Free spirits have more fun than planners.
b. Planners and free spirits have opposite personalities.
c. A personality quiz can help you to improve your life.

B Who probably said it? Write *P* (planner) or *F* (free spirit) in the blanks.

1. ___ When I have a big project, I do a little bit of it every day.
2. ___ When I visit a new city, I just get on a bus and see where it goes.
3. ___ I like to know my weekend plans before Friday night.
4. ___ I check a map on my phone before I start to drive.
5. ___ I think I'll have a party tonight. I just posted an invitation on my social media page.
6. ___ When I find a cheap flight to a new place, I buy a ticket.

C FOCUS ON LANGUAGE Read. What do the underlined words mean?

These free spirits are always <u>up for anything</u>.

a. awake and active
b. ready for something new and fun

D PAIRS What does the quiz tell you? Retell the most important ideas. Use your own words.

The quiz tells you about your personality ...

Find other personality quizzes online. What can the quizzes tell you about yourself?

4 MAKE IT PERSONAL

A Answer the questions.

1. What was your score on the quiz? _____
2. Do you agree with the results? Explain. _____
3. What things do you do that show your personality? Use some examples from the quiz or give your own examples. Make notes.

Before I go shopping, I always make a list.

B PAIRS Are you a planner or a free spirit? Or are you in between? Explain your personality to your partner. Use your notes from 4A to help you.

I'm a free spirit. I always ...

☐ I CAN TAKE A PERSONALITY QUIZ.

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LESSON 5 WRITE AN EMAIL TO MAKE PLANS

CARLOS MORENO
@CarlosM
The beach was great! Now, I need to make some plans for next weekend! 😀

1 BEFORE YOU WRITE

A Read the email. What are Edgar and his friends doing next weekend?

Re: Weekend Plans
From: Edgar Price
To: Carlos Ryan

Hey Carlos and Ryan!

Let's go camping at Red River Park next weekend! It's amazing there this time of year. On Saturday, we can go swimming, jet skiing, or fi shing. I'm sure we'll catch some ☺
fi sh. We can cook them for dinner. Do you like cooking over a fire? On Sunday, how about kayaking? I love kayaking. Does that sound good? Or, we can go hiking!
I can give you guys a ride, or we can meet at the lake. I'm leaving on Friday afternoon—around 3:00. Can't wait. It'll be a lot of fun.

Edgar

B Read the email again. Take notes about the friends' plans. What activities does Edgar suggest?

Friday	Saturday	Sunday
_____	_____	_____
_____	_____	_____
	_____	

C PAIRS Find words and expressions in Edgar's email that have similar meanings.

1. We should go. Let's go.
2. It's great. _____
3. I definitely think _____
4. What do you think of _____
5. Do you agree? _____
6. It'll be a great time. _____

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2 FOCUS ON WRITING

A Read the Writing Skill.

B Read the email in 1A again. Circle *or*. Underline the choices that Edgar gives his friends.

WRITING SKILL Use *or* to describe choices

Use *or* to show a choice between two or more different things, ideas, or activities.

- Would you like to go to a movie, a play, or a concert?
- We can leave now **or** wait for an hour.

3 PLAN YOUR WRITING

A Think about plans for a weekend. Write possible activities below.

Friday	Saturday	Sunday
_____	_____	_____
_____	_____	_____
_____	_____	_____

B PAIRS Tell your partner about your ideas for the weekend. Include choices of places or activities.

Let's go hiking. We can go to the mountains or ...

4 WRITE

Write an email to a friend. Suggest a plan for the weekend. Include choices of place or activities. Remember to use *or*. Use the email in 1A as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange emails and read your partner's email.

1. Did your partner describe his or her plans?
2. Did your partner give choices of places or activities?
2. Did your partner use *or* between the choices?

B PAIRS Can your partner improve his or her email? Make suggestions.

6 PROOFREAD

Read your email again. Can you improve your writing?

Check your
- spelling
- punctuation
- capitalization

☐ I CAN WRITE AN EMAIL TO MAKE PLANS.

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PUT IT TOGETHER

1 MEDIA PROJECT

A 05-23 Listen or watch. What does Yuna talk about?

B 05-24 Listen or watch again. Answer the questions.

1. Where will the party be? _____
2. What are two things people can do?

   _____ _____
3. What time can people go?

C Show your own photos.

Step 1 Think about an event you want your friends to attend. Find one or more photos of the place.

Step 2 Show your photos to the class. Talk about the event.

Step 3 Answer questions about the event. Get feedback on your presentation.

2 LEARNING STRATEGY

WRITE A SENTENCE. CHANGE SOMETHING.

Choose a topic and write one sentence about that topic. Then choose something in the sentence to change. Write the sentence again with the change. Then do it again. Write ten sentences in total. Do this for two new sentences with two different topics.

I'm going to France on Sunday.
I'll go to France on Sunday.
I'll go to the movies on Sunday.

Write a sentence about a future plan that you have. Then rewrite the sentence and change only one thing in it. Write another sentence and change something else. Do this ten times.

3 REFLECT AND PLAN

A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Talk about plans
- ☐ Plan an activity with friends
- ☐ Talk about problems with plans

Vocabulary
- ☐ Time expressions
- ☐ Verbs for offers; Activities with *go* + *-ing*
- ☐ Problems with plans

Pronunciation
- ☐ Sounds and spelling: the vowels /aɪ/, /ɪ/, and /i/
- ☐ Contractions with *will*

Grammar
- ☐ Present continuous for the future
- ☐ Object pronouns
- ☐ *Will* for future intention

Reading
- ☐ Think about similar readings

Writing
- ☐ Use *or* to describe choices

B What will you do to learn the things you highlighted? Write notes.

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6 ARE YOU OK?

LEARNING GOALS

In this unit, you

- talk about daily routines
- talk about injuries
- talk about illnesses and their remedies
- read about hot springs
- write simple health advice

GET STARTED

A Read the title and the learning goals.

B Look at the photo of the people. What problems do they have?

C Now read Diego's message. What problem does he have?

DIEGO SALAS

@DiegoS

Not feeling good today. I think I'm getting sick …

LESSON 1 TALK ABOUT DAILY ROUTINES

DIEGO SALAS
@DiegoS
Signing on to my weekly video chat. Such a great way to work with people around the world.

1 VOCABULARY Daily routines

A ▶06-01 Listen. Then listen and repeat.

B PAIRS What are your daily routines? What do you do to get ready in the morning? What do you do during the day and in the evening? Use the expressions in 1A and your own ideas.
I get up early. Then I get dressed. Then I ...

2 GRAMMAR Adverbs of frequency

COACH

Statements with most verbs

Subject	Adverb	Verb	
I	**always**	**get up**	early.
She	**rarely**	**gets up**	late.

Statements with *be*

Subject	*Be*	Adverb	
I	**am**	**never**	late for work.
She	**is**	**sometimes**	

***Yes / no* questions with most verbs**

Do / Does	Subject	Adverb	Verb	
Do	you	**often**	**go**	to the gym?
Does	he	**ever**		

Yes / no* questions with *be

Be	Subject	Adverb	
Are	you	**often**	late for work?
Is	he	**ever**	

Notes

- Use adverbs of frequency with simple present verbs, not present continuous verbs.
  It's 6:00 P.M., and Kate is ordering takeout. She **often orders** takeout for dinner.
- With *be*, put the adverb after *be* in statements and after the subject in questions.
  They **are never** late. Are **they ever** late?
- With most verbs, put the adverb before the verb.
  They **always arrive** on time.
- Use *ever* in *yes / no* questions and negative statements only.
  Do not use *never* in questions.
  He **doesn't ever** stay up late. = He **never stays** up late.
  Does he **ever** stay up late? NOT Does he ~~never~~ stay up late?
- Do not use *sometimes, rarely,* or *never* in sentences with *not.*
- We almost always use contractions in speech and informal writing.

>> FOR PRACTICE, GO TO PAGE 138

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3 PRONUNCIATION

COACH

A 06-03 Listen. Notice the way speaker B uses emphatic stress. Then listen and repeat.

A: I stayed up late to watch the **game**.

B: Not **me**. I **NEVER** stay up late.

A: Do you listen to **music** a lot?

B: Yes, I **LOVE** music.

> **Emphatic stress**
>
> One word in a sentence has the main (strongest) stress. Sometimes we make the stress *extra* strong, or emphatic, to emphasize the word. We often use emphatic stress to focus on a difference or to show strong feeling.

B 06-04 Underline the word that speaker B will say with *emphatic* stress. Listen and check your work. Then check your work with a partner and listen again.

1. A: I usually order **takeout** food for dinner.
   B: Really? I never get takeout food.
2. A: I get up early on **weekdays**.
   B: Oh, I always get up early.
3. A: Do you want to go to the **beach** tomorrow?
   B: Yeah, I love the beach.
4. A: Do you go to the **gym** often?
   B: No, I hate working out.

C PAIRS Practice the conversations in 3B. Add one more sentence to each conversation.

A: I usually order takeout food for dinner.
B: Really? I NEVER get takeout food. I like to cook!

4 CONVERSATION

A 06-05 Listen or watch. Circle the correct answers.

1. Diego and Carlos are meeting *for work / for fun*.
2. Diego never *eats breakfast / stays up late*.
3. Carlos needs *20 minutes / an hour* to get ready for work.

B 06-06 Listen or watch. Complete the conversation.

Carlos: What's your typical morning like?
Diego: I _____ get up early and go to the gym. What about you?
Carlos: Me? I _____ get up early.
Diego: You _____ get up early?
Carlos: No. Never.

C 06-07 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

evening | make dinner | go to bed early | night | order takeout | stay up late

5 TRY IT YOURSELF

GAME Work in groups. What do you always, usually, often, sometimes, and never do? Write five sentences on pieces of paper. Put the papers in a box. Take a paper from the box. Read the sentence. Guess who wrote it.

A: "I always listen to music." Sara, is this you? B: Yes!

I CAN TALK ABOUT DAILY ROUTINES.

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LESSON 2 TALK ABOUT INJURIES

DIEGO SALAS
@DiegoS
"Sportscast" is my favorite sports podcast. They always have great interviews.

1 VOCABULARY Parts of the body

A ▶06-08 Listen. Then listen and repeat.

B Look at the words. Circle the word that does not belong. Say why.

1. nose eye shoulder mouth
2. hand wrist finger back
3. foot leg chest ankle
4. knee nose face ear

2 SPEAKING

A ▶06-09 Notice how we talk about injuries. Then listen and repeat.

B ▶06-10 Listen. Write the body part each conversation is about.

1	2	3	4	5	6
wrist					

C ▶06-11 Listen to the conversations again. How do the people describe their injuries? Write the words you hear.

1. I sprained my wrist. _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____
6. _____ _____

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3 PRONUNCIATION

COACH

A 06-12 Listen. Notice the sound of the underlined letters. Then listen and repeat.

/br/	/r/	/ld/	/d/
broke	wrist	shoulder	should

B 06-13 Listen. Draw a line through the silent consonant letters. Check your work with a partner. Then listen and repeat.

1. wrong
2. sprained
3. bruised
4. knee
5. ankle
6. walk

C PAIRS What other words do you know with silent consonant letters?

Silent letters

Sometimes the number of consonant sounds is not the same as the number of consonant letters. For example, the word *know* begins with two consonant letters, but one consonant sound: /n/. The letter *k* in *know* is silent.

4 LISTENING

A 06-14 Listen to the sports show. What topic are the people talking about?

- ☐ famous soccer players
- ☐ gymnastics
- ☐ injuries in sports

B 06-15 Listen again. Which injuries are common in soccer? in gymnastics? Check the correct columns.

	Soccer	Gymnastics
Knee injuries	✓	✓
Ankle injuries	☐	☐
Back injuries	☐	☐
Shoulder injuries	☐	☐
Arm injuries	☐	☐
Hand injuries	☐	☐

C PAIRS Do Mimi and Luis agree? How do you know?

D PAIRS Which sports do you think are tough?

Basketball is a tough sport. Basketball players hurt their knees a lot ...

LISTENING SKILL

Listen for agreement and disagreement

When you listen, think about whether the speaker agrees or disagrees. This can help you understand the person's feelings and help you guess what they will say next. Listening for these phrases can help you decide:

Agreement	Disagreement
I agree.	I disagree.
I know!	I don't know about that.
That's very true.	That's not true.

5 TRY IT YOURSELF

MAKE IT PERSONAL Talk about your injuries or the injuries of people you know.

A: My back hurts today.
B: Why? What happened?
A: I was at the gym yesterday, and I worked out a lot ...

☐ I CAN TALK ABOUT INJURIES.

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LESSON 3 TALK ABOUT ILLNESSES AND REMEDIES

DIEGO SALAS
@DiegoS
Now I really don't feel well! Working from home today.

1 VOCABULARY Illnesses and remedies

A 06-16 Listen. Then listen and repeat.

Illnesses/Symptoms

a runny nose

a sore throat

a cough

a headache

a fever

a cold

Remedies

drink tea with honey

take some medicine

take a cough drop

get some rest

stay home

go to the doctor

B PAIRS Look at the illnesses and symptoms in 1A. What remedies can help you feel better? Make charts.

2 GRAMMAR *Should* for advice and suggestions

COACH

Affirmative statements

Subject	*Should*	Base form of verb	
I He	**should**	**get**	some rest.

Negative statements

Subject	*Should + not*	Base form of verb	
I He	**should not**	**go**	to work.

***Yes / no* questions**

Should	Subject	Base form of verb	
Should	I	**take**	medicine?
	she	**stay**	in bed?
	we	**go**	home?

Short answers

Yes	Subject	*Should*	*No*	Subject	*Shouldn't*
Yes,	you	**should.**	No,	you	**shouldn't.**
	she			she	

***Wh-* questions**

Wh- word	*Should*	Subject	Base form of verb
What	**should**	I	**do?**
Who		he	**ask?**

Answers

You should drink tea with honey.
A doctor.

Notes

- We almost always use the contraction *shouldn't*, including in negative short answers.
  A: Should I take some more medicine? **B:** No, you **shouldn't**.
- Use the base form of the verb after *should*.

>> FOR PRACTICE, GO TO PAGE 139

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3 CONVERSATION

A ▶06-18 Listen or watch. Then answer the questions. Circle all the correct answers.

1. Why is Diego at home?
   a. He's sick.
   b. He doesn't have work.
   c. It's five o'clock.
2. What is wrong with Diego?
   a. He has a fever.
   b. He has a sore throat.
   c. He has a cough.
3. What does Sara say Diego should do?
   a. drink tea with honey
   b. take some medicine
   c. get some rest

CONVERSATION SKILL Show sympathy

To show sympathy when something bad happens, say:

- That's too bad.
- I'm so sorry.

Listen to or watch the video again. Raise your hand when you hear someone show sympathy.

B ▶06-19 Listen or watch. Complete the conversation.

Sara: Are you OK?
Diego: No, I'm sick. I have a sore throat and a cough.
Sara: Oh, that's too bad. You _____ drink tea with honey.
Diego: That's a good idea. Thanks.
Sara: You _____ get some rest, too. I hope you feel better soon!
Diego: Thanks.

C ▶06-20 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas. Change names if necessary.

a headache a runny nose take some medicine stay home from work

5 TRY IT YOURSELF

A GROUPS Student A is sick. Students B, C, and D give advice about remedies. Think of as many different pieces of advice as you can. Use your own remedies. Take turns.

A: I have a fever.
B: You should get some rest.
C: And you should drink lots of cold water.
A: Cold water? Really?
C: Yes. I always drink cold water when I have a fever.
D: I think you should eat garlic. That works for me ...

B WALK AROUND Talk to other students in the class. Act out your illness. The other students make suggestions for remedies.

☐ I CAN TALK ABOUT ILLNESSES AND REMEDIES.

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LESSON 4 READ ABOUT HOT SPRINGS

DIEGO SALAS
@DiegoS
I just read a blog post about hot springs.
Do you think they're really good for your health?

1 BEFORE YOU READ

A PAIRS What do you do when your body is tired or sore?

B VOCABULARY 06-21 Listen. Then listen and repeat.

benefit: something useful that you get from something
stressed: worried and unable to relax
muscles: the parts of your body that help you move
recover: get better after an illness or injury
desert: a large area of dry land where there aren't many plants
volcano: a mountain with a hole at the top–burning rocks sometimes come out of the hole
proof: facts that show something is true

2 READ

A PREVIEW Read the title and look at the photo. What are the people in the photo doing?

B 06-22 Read and listen to a blog post about the benefits of hot springs.
Why do people visit them?

Home | About | Photo Gallery | Places

Search

Ali's Travel Blog

About
RSS Feed
Social Media
Recent Posts
Archives
Email

The benefits of hot springs

When you feel tired and stressed, do you sometimes take a hot shower or bath? It helps you relax, right? Well, here's something even better: hot springs. Hot springs are like giant bathtubs, with hot water that comes up from deep inside the earth. Most people enjoy a temperature between 98° and 104° F (36–40° C). And one of the best in the world—Takaragawa Hot Springs—is only about three hours from my home in Tokyo!

I usually visit Takaragawa in the summer. You can sit in the hot water and look up at the beautiful mountains covered with trees. But you should also visit in the winter. It's amazing to sit in the hot water and look up at the same mountains—covered with snow! It's wonderful in every season. I often go to Takaragawa when the muscles in my back, arms, and shoulders hurt. (Too many hours at my computer.) A lot of people also come here to recover after sports injuries.

After my experience at Takaragawa, I decided to visit other hot springs. I really enjoyed my visit to the Puritama hot springs in San Pedro, Chile. They are very different from Takaragawa. They are high up in a desert, where the air is dry. There are volcanoes all around the springs. The volcanoes make the water very hot. Visitors say the water is good for their skin and muscles, and for any kind of pain.

Doctors say there is no scientific proof that hot springs have real health benefits, but who cares? They're so beautiful, and the hot water feels so good! When I return from a trip to a hot spring, all my muscles relax, and I feel great. You should plan a visit soon. You'll feel like a different person when you return.

Leave a Reply

Enter your comment here…

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3 CHECK YOUR UNDERSTANDING

A Read the blog post again. What is the main idea of the post?

a. Hot springs are a great place to relax.
b. Hot springs improve your health.
c. Hot springs exist around the world.

B Read the statements. Which are true for Takaragawa? for Puritama? for both? Write the numbers of the statements in the diagram.

1. A visit there will help you relax and feel better.
2. These hot springs are in a desert.
3. The air is very dry there.
4. The water there is hot.
5. These hot springs are in a beautiful location.
6. These hot springs are close to the writer's home.
7. The writer says people should visit in winter.
8. The hot water comes from volcanoes.

C FOCUS ON LANGUAGE Read. What do the underlined words mean?

1. Doctors say there is no scientific proof that hot springs have real health benefits, but who cares?
   a. That's not important.
   b. I don't think that's true.
2. You'll feel like a different person when you return.
   a. You'll act like someone else.
   b. You'll feel much better.

D READING SKILL Read the Reading Skill. What is the purpose of each paragraph?

Paragraph 1
a. to tell about the writer's vacation in Japan
b. to introduce the reader to the topic of hot springs
c. to explain where Takaragawa is located

Paragraph 2
a. to describe the Takaragawa Hot Springs
b. to give a definition of hot springs
c. to explain medical problems

Paragraph 3
a. to show why the Puritama hot springs are better than Takaragawa
b. to tell readers about other hot springs in South America
c. to describe the Puritama hot springs

Paragraph 4
a. to compare the two hot springs
b. to explain the science of hot springs
c. to explain why readers should visit hot springs

> **READING SKILL**
> **Understand the purpose of each paragraph**
>
> When you understand the reason for, or *purpose* of, each paragraph, it is easier to understand the whole article. After you finish each paragraph, ask yourself, why did the author write this?

E PAIRS What is the blog post about? Retell the most important ideas in the post.

The article is about hot springs ...

Find out about other hot springs. Which springs are very popular? Which springs are unusual?

4 MAKE IT PERSONAL

A Make a list of reasons to visit hot springs. Use the blog post and your own ideas.

B PAIRS Which springs do you want to visit? Give your partner some advice.

You should visit Termas de Puritama.
They are ...

☐ I CAN READ ABOUT HOT SPRINGS.

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LESSON 5 WRITE SIMPLE HEALTH ADVICE

DIEGO SALAS
@DiegoS
Do you sleep on your stomach? You should read this post!

1 BEFORE YOU WRITE

A Read the answer to the discussion board question. What problem is Diego reading about?

The Patient Place Home | Discussion Board | Logout

Home
Health Information
Doctors
Questions
colds
headaches
sore throat
stomach problems,
back problems

My back hurts a lot these days. I try to stay healthy, but nothing seems to help. Does anyone have any good advice? Help!

Miguel S April 2

Many people have this problem. You can do different things that can help. For example, you should do exercises that make your stomach muscles stronger. Strong stomach muscles mean that your back muscles don't have to work hard. However, you should not do exercises, like standing and touching your feet, that stress your back. Think about how you can avoid stress on your back. For example, always use your leg and stomach muscles when you pick up heavy things. Don't use your back muscles. Also, you should sleep on your back or your side, not on your stomach. Sleeping on your stomach is bad for your neck, back, and shoulders. Finally, for people who sit all day in front of a computer, here is some advice: Get up and walk around every 30 minutes. This will make your back feel better.

Leave a Reply
Enter your comment here…

Do you like this answer? ☺ (33) ☹ (4)

B Read the post again. Take notes about how to make your back feel better. Write four things you should do and four things you shouldn't do.

DOs	DON'Ts
You should sleep on your back.	

C PAIRS Look at the chart in 1B. Which of the things do you do? Which things don't you do? Are there any things that you want to change?

I sleep on my stomach. I want to change that! I should sleep on my side.

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2 FOCUS ON WRITING

A Read the Writing Skill.

B Read the post again. Circle *for example* and *like*. Underline the examples that follow.

WRITING SKILL Give examples with *for example* and *like*

Use *for example* or *like* to introduce examples. *For example* works well to introduce examples at the beginning of sentences. Use a comma after *for example*.

- Rest is often the best remedy. *For example*, if you hurt your back or get a headache, you should just lie down for a little while.

Like works well to introduce examples in the middle or at the end of sentences. Don't use full sentences after *like*.

- Cold remedies *like* tea with lemon and soup never really work for me.

3 PLAN YOUR WRITING

A Choose a cold, a sore throat, or the flu. What should you do to get better? What shouldn't you do? Write notes.

DOs	DON'Ts

B PAIRS Give your partner some advice about remedies for a cold, a sore throat, or the flu.

When you have a cold, you should wear warm clothes.

4 WRITE

Write a discussion board post about what you should do and shouldn't do when you have a cold, a sore throat, or the flu. Remember to use examples with *like* or *for example*. Use the post in 1A as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange posts and read your partner's post.

1. Did your partner give advice about what you should and shouldn't do for a cold, a sore throat, or the flu?
2. Did your partner introduce examples correctly with *like* or *for example*?

B PAIRS Can your partner improve his or her post? Make suggestions.

6 PROOFREAD

Read your post again. Can you improve your writing?

Check your
- spelling
- punctuation
- capitalization

I CAN WRITE SIMPLE HEALTH ADVICE.

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PUT IT TOGETHER

1 MEDIA PROJECT

A 06-23 Listen or watch. What things does Omar show?

B 06-24 Listen or watch again. Complete the chart.

	Thing Omar shows	Why it's good for his health
1		
2		
3		

C Make your own video.

Step 1 Think about things you use to stay healthy.

Step 2 Make a 30-second video. Show the things you use to stay healthy. Describe why you like them.

Step 3 Share your video. Answer questions and get feedback.

2 LEARNING STRATEGY

STUDY SYLLABLES

Choose some words you want to practice saying. Write the words on a piece of paper and draw lines between each syllable. Check your work with a dictionary or ask your teacher for help.

Choose ten vocabulary words in this unit. Write them down and draw lines to break them into syllables. Practice saying each word. Count the syllables by touching your mouth to your hand.

3 REFLECT AND PLAN

A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Talk about daily routines
- ☐ Talk about injuries
- ☐ Talk about illnesses and their remedies

Vocabulary
- ☐ Daily routines
- ☐ Parts of the body
- ☐ Illnesses
- ☐ Remedies

Pronunciation
- ☐ Emphatic stress
- ☐ Consonant groups and silent consonants

Grammar
- ☐ Adverbs of frequency
- ☐ *Should* for advice and suggestions

Reading
- ☐ Understand the purpose of each paragraph

Writing
- ☐ Give examples with *like* and *for* example

B What will you do to learn the things you highlighted? Write notes.

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7 HOW DO I GET THERE?

LEARNING GOALS

In this unit, you

- make a phone call
- ask about public transportation
- give directions
- read a story about getting lost
- write directions to a place

GET STARTED

A Read the title and the learning goals.

B Look at the photo of the city. How can people move around the city?

C Now read Rosa's message. Where is she going next week?

ROSA DELGADO

@RosaD

I'm going to New York City for work next week! This is going to be so much fun!

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LESSON 1 MAKE A PHONE CALL

ROSA DELGADO
@RosaD
Hey, New York friends! I'll have a free day in your city this Sunday. What should I do?

1 VOCABULARY Tourist attractions and activities

A 07-01 Listen. Then listen and repeat.

a theme park

a monument

a tourist information booth

a square

a street market

a museum

a stadium

a theater

take a tour

watch a game

see a show

walk around

B PAIRS Which items in 1A are places to go? Which are things to do?

C PAIRS How many of the places in 1A can you name in your city?
We have two theaters in our city: the Mag Theater and the Court Theater.

2 SPEAKING

A 07-02 Notice how we talk on the phone. Then listen and repeat.

Answering the phone	Calling someone	Ending a call	Ending a message
TSW Design. This is Paul O'Dell.	Hi, Paul. This is Ann Wheeler. How are you?	Well, I should go. Bye.	Could you call me back? Thanks.
Hello. This is Paul. How may I help you?	Hello. This is Ann Wheeler. May I speak to Jeff Schultz?	Nice talking to you. Take care.	I hope to hear from you soon. Bye.

B 07-03 Listen. In each conversation, what are the people doing? Circle the correct numbers.

Answering the phone	1 2 3 4 5 6	Ending a call	1 2 3 4 5 6
Calling someone	(1) 2 3 4 5 6	Ending a message	(1) 2 3 4 5 6

C 07-04 Listen. Circle the words you hear.

1. *Could you / I hope you* call me back, please?
2. *This is / I'm* Nancy Corbin.
3. Well, I should *go / call you*.
4. *Nice talking to you. / I should go.*
5. *Could I / I hope to* hear from you soon.
6. How may I *help you / speak with Nancy Corbin*?

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3 PRONUNCIATION

COACH

A 07-05 Listen. Notice the way we link the words together. Then listen and repeat.

/y/
Hi, Abby.

/w/
How are you?

/y/
May I speak to Jeff?

/w/
Can I ask you a question?

Linking a vowel to a vowel

We link words together when we speak. When one word ends in a vowel sound and the next word begins with a vowel sound, we do not stop between the words. We often add a short /y/ or /w/ sound to link the words together smoothly.

B 07-06 Listen. Complete the sentences with the words you hear. Then listen and mark the /y/ and /w/ links. Check your work with a partner.

1. How long will you _____ New York?
2. How _____ get to Central Park?
3. Should we go _____ museum?
4. Turn right at the corner and you'll _____ .
5. _____ three days.
6. Good idea. We can also _____ play.

C PAIRS Match the questions and answers in 3B. Practice the short conversations.

4 CONVERSATION

A 07-07 Listen or watch. Circle the correct answers.

1. Rosa is *coming to* / *leaving* New York on Sunday morning.
2. Rosa needs advice about *places to stay* / *things to do*.
3. Rosa will go to a *museum* / *street market* on Sunday.

B 07-08 Listen or watch. Complete the conversation.

Emma: Hi, Rosa! _____?

Rosa: Great, thanks. So, I'm coming to New York on Sunday. What do you think I should do?

Emma: You should go to a street market.

Rosa: That sounds like fun.

Emma: You can also see a show or walk around the city.

C 07-09 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

a museum
watch a game
take a tour of

5 TRY IT YOURSELF

ROLE PLAY Student A: Student B is coming to your city. Student B: You want to learn about things to do on your visit. Role play a phone call. Talk about things to do. Then end the call.

A: Hello.
A: Hi, Chen! How are you?
B: Hi, Li. This is Chen.
B: Great! I have a question. When I come to Shanghai, what should I do?

I CAN MAKE A PHONE CALL.

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LESSON 2 ASK ABOUT PUBLIC TRANSPORTATION

ROSA DELGADO
@RosaD
Just listened to a nice podcast on getting around NYC. New York, I'm here! Let's go!

1 VOCABULARY Public transportation

A 07-10 Listen. Then listen and repeat.

B PAIRS What kinds of transportation do you use? Which don't you like? Why?

A: I use trains, buses, and taxis. How about you?
B: I do, too. But I don't like buses. There are too many people on them.

2 GRAMMAR *There is / There are:* Review

COACH

Affirmative statements

There	*Be*	Noun	
There	is	a ferry	to New York.
		information	online.
	are	trains	to New Jersey.

Negative statements

There	*Be + no*	Noun	
There	is no	train	from here.
		money	in the ATM.
	are no	bicycles	for rent.

Yes / no questions

Be	*There*	Noun	
Is	there	an ATM	near here?
Are		any stores	

Short answers

Affirmative			Negative		
Yes,	there	is.	No,	there	isn't.
		are.			aren't.

Notes

- Remember that non-count nouns take singular verbs.
  Is there time to eat before our flight?
- You can also make negative statements with *There isn't a / any* or *There aren't any*.
  There isn't a train from the airport. **There isn't any** food on the ferry. **There aren't any** bicycles for rent.
- In affirmative statements, we almost always use the contraction *there's*.
- In negative statements, we almost always use the contractions *isn't* and *aren't*.
- Use the full form, not the contraction, in short answers with *Yes*.
  A: Is there a post office near here? **B:** Yes, there is. NOT Yes, ~~there's~~.
- Use *there are*, NOT: ~~there're~~.

Questions with *What / Which* + noun

Which airport are you flying into?
What options do we have for transportation?

>> FOR PRACTICE, GO TO PAGE 140

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3 LISTENING

A ▶07-12 Listen to the podcast. Complete the sentence.

The purpose of the podcast is to ____ about public transportation.

a. tell a story b. provide information

c. show emotions

B ▶07-13 Listen again. Then look at the map of New York City. How can you get from Times Square to the Statue of Liberty? Circle the route on the map.

C PAIRS Ask and answer questions about how to get to different places on the map.

A: I'm at the Metropolitan Museum of Art. Is there a bus to the Empire State Building?

B: Yes, there is. ...

LISTENING SKILL Think about the purpose

When you listen, think about the purpose of the conversation. This will help you understand. For example, does a podcast tell a story? Does it provide information? Does it show an emotion?

Times Square

4 TRY IT YOURSELF

GAME Student A: Think of a famous place in your city. Students B and C: Ask questions about the public transportation you can take from your school to the famous place. Then guess the place.

B: Is there a bus from here to the place?

C: Which bus is it?

B: Where do you get off the bus? ...

A: Yes, there is.

A: It's the 12.

I CAN ASK ABOUT PUBLIC TRANSPORTATION.

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LESSON 3 GIVE DIRECTIONS

ROSA DELGADO
@RosaD
At the hotel. Feeling tired, but ready to go sightseeing! Just need to get some directions …

1 VOCABULARY Getting around the city

A 07-14 Listen. Then listen and repeat.

B PAIRS Look at these groups of words from 1A. Give each group a title and talk about why you chose those titles.

_____	_____	_____
escalator stairs elevator	entrance exit lobby	sidewalk overpass pedestrian crossing

2 GRAMMAR Prepositions of movement

COACH

Verb	Preposition	Noun		Verb	Preposition	Noun	
Walk	**to**	the door.		Get	**off**	the bus.	
Drive	**through**	the tunnel.		Go	**around**	the corner.	
Go	**across**	the street.		Go	**past**	the bank.	BANK
Get	**on**	the bus.		Go	**over**	the overpass.	
Go	**in**	the hotel.	HOTEL	Go	**out**	the exit.	EXIT

>> FOR PRACTICE, GO TO PAGE 141

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3 PRONUNCIATION

COACH

A ▶07-16 Listen. Notice the pronunciation of *th* in these words. Then listen and repeat.

thanks theater theme park third fourth sixth

B ▶07-17 Listen and circle the word you hear. Then listen and repeat the words with the voiceless *th* sound /θ/.

1. sink / think
2. true / through
3. tree / three
4. boot / booth
5. mouse / mouth
6. eight / eighth

C PAIRS Make one sentence with each of the *th*-words in 3B.

I think about English all day long!

The voiceless *th* sound /θ/

To say the *th* sound in *thanks*, put your tongue between your teeth. Push air out between your tongue and top teeth. Do not use your voice.

CONVERSATION SKILL
Show you understand

To show you understand what someone is saying, say:

- I see.
- Uh-huh.
- Right.

Listen to or watch the video again. Raise your hand when you hear someone show understanding.

4 CONVERSATION

A ▶07-18 Listen or watch. Circle the correct answers.

1. Rosa wants to *order coffee / get directions*.
2. Rosa should *take the subway / walk* to the market.
3. Rosa also wants to go to a *museum / coffee shop*.

B ▶07-19 Listen or watch. Complete the conversation.

Rosa: How do I get _____ the *Sunny Day Street Market*?

Concierge: You can take the subway. Go _____ the entrance to 25th Street. Turn right and walk _____ the intersection at 25th Street and Eighth Avenue.

Rosa: Uh-huh …

Concierge: Then turn left on Eighth Avenue. Go _____ a coffee shop and walk two blocks to 23rd Street.

Rosa: Left on Eighth, two blocks to 23rd Street.

Concierge: Right. The subway station is around the corner. Go down the stairs into the station.

C ▶07-20 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

the lobby pedestrian crossing down the escalator

5 TRY IT YOURSELF

ROLE PLAY Look at the map. You are at the coffee shop. Ask for and give directions to different places.

A: How do I get to the park from here?
B: Just go over the overpass …

I CAN GIVE DIRECTIONS.

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LESSON 4 READ A STORY ABOUT GETTING LOST

ROSA DELGADO

@RosaD

Had trouble finding the museum … but made some great new friends. Sometimes bad luck becomes good!

1 BEFORE YOU READ

A PAIRS What do you do when you arrive in a new place? How do you find your way around?

B VOCABULARY 07-21 Listen. Then listen and repeat.

get lost: If you get lost, you don't know where you are or how to get somewhere.
traditional: based on old ways of doing things
a bakery: a shop that makes and sells bread, cake, cookies, etc.
delicious: Delicious food tastes very good.
a mood: the way you feel at a particular time
an adventure: a new and exciting experience
a discovery: something you find or learn that is new to you
a guidebook: a book with information for tourists

2 READ

A PREVIEW Read the title and the list of topics on the left. Look at the photo. Where do you think stories like this appear?

B 07-22 Read and listen to a post about getting lost.

Good Questions Home | Discussion Board | Logout

- Home
- Travel
- *Memories*
- *Getting Lost*
- *Outdoors*
- *With Friends*

What's your favorite story about a time you got lost?

Ed R. July 27

When I was in my 20s, I went to Colombia to study. On my second day in Bogotá, I went out to meet some friends for lunch, but I think I had the wrong address. I walked around for a long time, but I couldn't find the restaurant. Soon, I had no idea where I was.

Cumbia dancers

I was a little scared, but then I heard music. I smiled and followed the sound around the corner to a small square. There was a group of musicians playing cumbia, the traditional music of Colombia. A few people were dancing. I watched and listened for a little while. Then the dancers invited me to join them! I don't think I was very good at it, but I had a great time. When the music ended, I thanked the dancers and started walking. Now I wasn't scared at all. I was excited to see more of Bogotá.

I went into a small bakery across the street. Everything looked delicious, so I bought a piece of cake. I took one bite, and I knew at that moment that I loved Colombia! Almost every day for the next few months, I returned to that bakery. Now, almost twenty years later, I can still remember the taste of that cake. After a few visits, I became friends with the owner and his family. Later, they invited me to their home for Colombia's Independence Day.

I learned something that day. Getting lost can be an adventure. Since that visit to Bogotá, I have been lost many times in many different places. When I go to a new city, I don't use the GPS on my phone. I follow my mood, not a map. When I get lost, I make wonderful discoveries, like a neighborhood street market, a beautiful view of the mountains that is not in any guidebook, or best of all, a new friend.

Do you like this answer? ☺ (94) ☹ (7)

Leave a Reply

Enter your comment here…

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3 CHECK YOUR UNDERSTANDING

A What is the main idea of the post?

a. It is frightening to get lost in a big city.
b. Getting lost can lead to discoveries and fun.
c. Bogotá is a big, exciting city.

B Circle the correct answer.

1. Why couldn't Ed find the restaurant?
   a. His friends weren't there.
   b. Nobody helped him.
   c. He had the wrong address.
2. What happened to Ed at the village square?
   a. He ate delicious cake.
   b. He began to enjoy his trip to Bogotá.
   c. The dancers helped him find his way home.
3. What happened to Ed at the bakery?
   a. He met new friends.
   b. He found his way home.
   c. He traveled without GPS.
4. Why does Ed enjoy getting lost?
   a. He can use his GPS.
   b. He can explore things in his guidebook.
   c. He can find new things.

C FOCUS ON LANGUAGE Read. What do the underlined words mean?

1. I had no idea where I was.
   a. I was lost.
   b. My idea was wrong.
2. I follow my mood, not a map.
   a. I do whatever I want to.
   b. I do only things that are fun.

D READING SKILL Read the Reading Skill. Check the sentences from the reading that give examples of adventures and discoveries.

> **READING SKILL**
> **Identify supporting examples**
> Writers often use examples to support their ideas. Understanding the examples can help you understand the main idea.

- ☐ 1. On my second day in Bogotá, I went out to meet some friends for lunch.
- ☐ 2. Then the dancers invited me to join them!
- ☐ 3. After a few visits, I became friends with the owner and his family.
- ☐ 4. Getting lost can be an adventure.
- ☐ 5. I follow my mood, not a map.
- ☐ 6. When I get lost, I make wonderful discoveries, like a neighborhood street market, a beautiful view of the mountains that is not in any guidebook, or best of all, a new friend.

E PAIRS What is the post about? Retell the most important ideas in the post. Use your own words.

On his first day in Bogotá, Ed got lost ...

Find out about travel without a guidebook. What advice for travelers did you find?

4 MAKE IT PERSONAL

A Can you think of a time when you got lost? What happened?

B Tell your partner about a time when you got lost. Use your notes to help you.

When I was eight years old, I got lost in a shopping mall ...

Where and when did you get lost?	
How did you feel?	
What did you do?	
How did you find your way?	
Did you have an adventure?	

☐ I CAN READ A STORY ABOUT GETTING LOST.

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LESSON 5 WRITE DIRECTIONS TO A PLACE

ROSA DELGADO
@RosaD
Hooray! My friend Nina is moving to Santiago to study! This is amazing!

1 BEFORE YOU WRITE

A Read the email. Where does Nina need to go?

Re: Directions to the University
From: Rosa Delgado
To: Nina Kelly

Hi Nina,

I am so excited that you're coming to Santiago to study! It's easy to get around Santiago, but there isn't a train from the airport to the city center. So, first you have to take a bus to the central station. When you get to the station, walk three blocks to O'Higgins Avenue. Next, take the 106 bus. Go across the overpass and wait for the bus. You'll go past a hospital and a shopping mall. Get off the bus at Umaña Avenue. Then turn left and walk for two blocks. You'll see the university ahead of you. The College of Architecture is on the corner. Send me a text about your first day!

Love, Rosa

B Read the email again. Take notes on Rosa's directions. Complete the steps in order in the circles.

Directions from the airport to the university

AIRPORT →
1 Take _____ _____ _____.
→ 2 Walk _____ _____ _____.
→ 3 Take _____ _____ _____.
→ 4 _____ and _____.
← 5 _____ Umaña Avenue.
← 6 Turn _____ and _____.
← UNIVERSITY

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2 FOCUS ON WRITING

A Read the Writing Skill.

B Read the email in 1A again. Circle the signal words.

WRITING SKILL Show order with signal words

When you give directions about how to do something or how to get somewhere, make the order of the steps clear with signal words like *first, second, next, then*, and *finally*.

3 PLAN YOUR WRITING

A Think of a place in your city or town—a famous museum, a park, or your favorite restaurant. How do you get there from the main train station, the airport, or your school? Fill in the circles below with your directions. Add more circles if you need them.

B PAIRS Give your partner directions to a place in your city. Use signal words.

First, take the shuttle bus to ...

4 WRITE

Write an email with directions about how to get to a place in your city or town. Remember to use signal words like *first, then,* and *next*. Use the email in 1A as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange emails and read your partner's email.

1. Did your partner give directions to a place in his or her city?
2. Did the directions include clear steps?
2. Did your partner use signal words like *first, then,* and *next* to mark the steps?

B PAIRS Can your partner improve his or her directions? Make suggestions.

Check your
- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your email again. Can you improve your writing?

☐ I CAN WRITE DIRECTIONS TO A PLACE.

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PUT IT TOGETHER

1 MEDIA PROJECT

A 07-23 Listen or watch. What places does Peter show?

B 07-24 Listen or watch again. Complete the chart.

Place	Why Peter likes it

C Show your photos.

Step 1 Think about three places in your city that are special to you. Take a photo of each place.

Step 2 Show the photos to the class. Talk about each place and why you like it.

Step 3 Answer questions about the places. Get feedback on your presentation.

2 LEARNING STRATEGY

VOCABULARY WORD MAPS

On a piece of paper, write some new vocabulary words and draw a circle around each. Make sure that each word has a lot of space around it. From each circle, draw a short line and then write a word that can help you to remember the vocabulary word. This word can be a noun, a similar word, a description, or a word from your language. Do this three times for each new vocabulary word.

Choose five new places or transportation vocabulary words from this unit and make vocabulary word maps with them. Write at least three helpful words for each one.

3 REFLECT AND PLAN

A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Make a phone call
- ☐ Ask about public transportation
- ☐ Give directions

Vocabulary
- ☐ Tourist attractions
- ☐ Tourist activities
- ☐ Public transportation
- ☐ Getting around the city

Pronunciation
- ☐ Linking a vowel to a vowel
- ☐ The voiceless *th* sound /θ/

Grammar
- ☐ *There is/There are*: Review
- ☐ Prepositions of movement

Reading
- ☐ Identify supporting examples

Writing
- ☐ Show order with signal words

B What will you do to learn the things you highlighted? Write notes.

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8 HOW WAS YOUR VACATION?

LEARNING GOALS

In this unit, you

- describe a place
- talk about a vacation
- describe a hotel experience
- read about an unusual job
- write a hotel review

GET STARTED

A Read the title and the learning goals.

B Look at the photo. What are the people doing?

C Now read Diego's message. Where was he? Where is he now?

DIEGO SALAS

@DiegoS

In New York for work after my London vacation. Back to work!

LESSON 1 DESCRIBE A PLACE

DIEGO SALAS
@DiegoS
So many nice co-workers asking how my vacation was… It wasn't great… 😔

1 VOCABULARY Weather and travel experience

A WEATHER ▶08-01 Listen. Then listen and repeat.

sunny

cloudy

clear

hazy

freezing

boiling

dry

humid

lovely

B PAIRS Describe today's weather. Use the words from 1A.

C TRAVE EXPERIENCE ▶08-02 Listen. Then listen and repeat.

horrible

relaxing

stressful

exciting

boring

D PAIRS Which words in 1C are positive? Which are negative? Make two lists.

2 GRAMMAR Simple past with *be*: Review

COACH

Affirmative statements			
Subject	***Be***		
I	**was**	on vacation last week.	
We	**were**	at the beach.	

Negative statements		
Subject	***Be + not***	
I	**was not**	at work.
We	**were not**	at home.

Questions			
***Wh-* word**	***Be***	**Subject**	
	Was	it	fun?
	Were	you	in New York?
How	**was**	your trip?	
Where	**were**	you?	

Answers	
Affirmative	**Negative**
Yes, it **was**.	No, it **was not**.
Yes, we **were**.	No, we **were not**.
It was great!	
In Central Park.	

Notes

- We almost always use the contractions *wasn't* and *weren't* in speech and informal writing.
- Notice the past tense in sentences with *there* + *be* and *it* + *be*.
  There were two restaurants in our hotel. **It was** sunny yesterday
  Was there a pool? Yes, **there was**. **Was it** fun? No, **it wasn't**.

>> FOR PRACTICE, GO TO PAGE 142

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3 PRONUNCIATION

COACH

A ▶08-04 Listen. Notice the pronunciation of *was / wasn't* and *were / weren't*. Then listen and repeat.

The weather was great. It wasn't humid.

We were away on vacation. We weren't home.

> *Was / wasn't* and *were / weren't*
>
> *Was* and *were* are usually unstressed when a stressed word (such as a noun or adjective) follows. *Wasn't* and *weren't* are always stressed. Notice: *Wasn't* has two syllables, but *weren't* has one syllable.

B ▶08-05 Listen. Circle the word you hear. Check your work with a partner. Then listen and repeat.

1. Our hotel **was** / **wasn't** very good.
2. We **were** / **weren't** in Madrid.
3. There **were** / **weren't** a lot of people on the beach.
4. The food **was** / **wasn't** good, but I **was** / **wasn't** hungry.

C PAIRS For each sentence in 3B, change one or two words to make a new sentence.

1. Our hotel was very clean.

4 CONVERSATION

A ▶08-06 Listen or watch. Match the questions and the answers.

___ 1. Where was Rosa yesterday?	a. In London
___ 2. How was Rosa's day yesterday?	b. Not good
___ 3. How was the weather in New York?	c. In New York
___ 4. Where was Diego last week?	d. Sunny and clear
___ 5. How was Diego's vacation?	e. Cloudy and freezing
___ 6. How was the weather in London?	f. Lovely

B ▶08-07 Listen or watch. Complete the conversation.

Diego: I _____ on vacation last week.

Rosa: Oh, yeah? _____ you?

Diego: I was in London.

Rosa: And _____ it?

Diego: Well, the weather _____ horrible! It _____ really cloudy and cold. And everything _____ really stressful. It _____ relaxing at all.

C ▶08-08 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas. Use different names and places.

lovely | sunny and clear | exciting | boring

5 TRY IT YOURSELF

A MAKE IT PERSONAL Describe a place you visited recently. What was it like? How was the weather? Choose three words to describe it and tell your partner.

A: I was in Cartagena in February.
B: Oh, yeah? How was it?
A: It was lovely and relaxing. The weather was sunny and clear. ...

B WALK AROUND Describe the place to other classmates. Was anyone in the same place? Compare your descriptions.

☐ I CAN DESCRIBE A PLACE.

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LESSON 2 TALK ABOUT A VACATION

DIEGO SALAS
@DiegoS
My last vacation was in an exciting, cold place. Next time I think I'll go to a relaxing, sunny place!

1 VOCABULARY Things you do on vacation

A 08-09 Listen. Then listen and repeat.

walk on the beach

sunbathe

watch the sunrise

explore the city

go sightseeing

visit a tourist attraction

talk to local people

learn about local customs

shop for souvenirs

B Circle the phrase that does not belong.

1. talk to local people — learn about local customs — sunbathe
2. walk on the beach — shop for souvenirs — watch the sunset
3. watch the sunrise — visit a tourist attraction — explore the city

C PAIRS What do you like to do on vacation? What don't you like to do?

A: I like to walk on the beach.
B: I do, too. I also like to explore the city.

2 GRAMMAR Simple past, regular verbs: Review

COACH

Affirmative statements		
Subject	**Verb**	
I	**visited**	Miami.
She	**watched**	the sunset.

Negative statements			
Subject	***Did + not***	**Verb**	
I She We	**did not**	**like**	the beaches.

Notes

- We almost always use the contraction *didn't* in speech and informal writing.

Spelling rules for regular verbs

- For most verbs, add *-ed* to the base form. enjoy → enjoy**ed** walk → walk**ed**
- For verbs that end in *e*, add only *d*. lik**e** → lik**ed** lov**e** → lov**ed**
- For verbs that end in a consonant + *y*, change the *y* to *i* and add *-ed*.
  stu**dy** → stu**died** tr**y** → tr**ied**
- For most verbs that end in consonant + vowel + consonant, double the last consonant.
  stop → **stopped** **plan** → **planned**

>> FOR PRACTICE, GO TO PAGE 143

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3 PRONUNCIATION

COACH

A ▶08-11 Listen. Notice the sound of the *-ed* ending. Then listen and repeat.

/t/	/d/	/ɪd/
talk<u>ed</u>	explor<u>ed</u>	rent<u>ed</u>
watch<u>ed</u>	stay<u>ed</u>	decid<u>ed</u>

Simple past *-ed* ending

We pronounce the simple past *-ed* ending as an extra syllable /ɪd/ only after the sound /t/ or /d/. After other sounds, we say the *-ed* ending as the sound /t/ or /d/ and do not add a syllable for the ending.

B ▶08-12 Listen. Write each verb in the correct column in 3A. Then listen and repeat.

1. enjoyed 2. visited 3. learned 4. sunbathed 5. walked 6. needed

C PAIRS Student A: Say a phrase from 1A. Student B: Use that phrase in the simple past.

A: watch the sunrise
B: We watched the sunrise before breakfast yesterday.

4 CONVERSATION

A ▶08-13 Listen or watch. Circle the correct answers.

1. Rosa's vacation in Miami was *horrible* / *lovely*.
2. Rosa was *on the beach* / *in the city* a lot during her vacation.
3. Diego enjoyed his vacation in *Miami* / *Rio*.
4. Diego was *on the beach* / *in the city* a lot during his vacation.

B ▶08-14 Listen or watch. Complete the conversation.

Diego: Last year, we were in Rio on vacation.
I really _____ it.

Rosa: Ah, Rio! How exciting!

Diego: Yeah. We visited tourist attractions, and we explored the city.
We also learned about the local customs.

Rosa: You're lucky. Rio is great.

Diego: We _____ any beaches, though. Next time!

C ▶08-15 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

sunbathed
talked to local people
went sightseeing

5 TRY IT YOURSELF

A MAKE IT PERSONAL Describe your last vacation. Where did you go? Was it near or far? How was it? What did you do?

I visited Beijing last year. I loved it. I explored the city. ...

B WALK AROUND Find people who did the same activities as you.

A: I walked on the beach in Los Angeles on my last vacation.
B: Oh, cool. I walked on the beach in Bali!

☐ I CAN TALK ABOUT A VACATION.

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LESSON 3 DESCRIBE A HOTEL EXPERIENCE

DIEGO SALAS
@DiegoS
Did you know the largest hotel in the world is in Malaysia? It has 7,351 rooms!

1 VOCABULARY Hotel activities

A 08-16 Listen. Then listen and repeat.

B 08-17 Listen to the conversations. Number the activities in 1A in the order you hear them.

C PAIRS Which activities in 1A do you like to do when you stay in a hotel? Why?
I like to swim in the pool because ...

2 GRAMMAR Simple past, irregular verbs: Review

COACH

Affirmative statements		
Subject	**Verb**	
I	**ate**	at a restaurant.
She	**swam**	at the beach.
We	**got**	a massage.

Negative statements			
Subject	***Did + not***	**Verb**	
I	**did not**	**eat**	at the hotel.
She		**swim**	in the pool.
We		**get**	a double room.

Note: We almost always use the contraction *didn't* in speech and informal writing.

Common irregular verbs

Base form	Simple past	Base form	Simple past	Base form	Simple past
be	was, were	go	went	sit	sat
bring	brought	hang out	hung out	sleep	slept
buy	bought	have	had	spend	spent
come	came	make	made	take	took
cost	cost	say	said	wake	woke
drink	drank	see	saw	write	wrote

>> FOR PRACTICE, GO TO PAGE 144

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3 CONVERSATION

A ▶08-19 Listen or watch. Complete the chart. Check the things each hotel has.

	Diego's hotel in Rio	Rosa's hotel in Ecuador	Diego's hotel in London
pool	✓		
spa			
gym			
restaurant			
Wi-Fi			

B ▶08-20 Listen or watch. Complete the conversation.

Diego: What _____ your hotel like?

Rosa: Well, it _____ everything we needed. The kids _____ swimming in the pool every day.

Diego: That's great.

Rosa: And Oscar and I _____ massages. We also _____ breakfast in the hotel restaurant.

Diego: That sounds perfect.

CONVERSATION SKILL
Show surprise

To show that you are surprised by something, say:

- No way!
- You're kidding!
- Really?

Listen to or watch the video again. Raise your hand when you hear someone show surprise.

C ▶08-21 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas. Change the names of the places. Use the simple past of the verbs.

(buy) souvenirs in the gift shop (have) spa treatments (hang out) in the lobby

4 TRY IT YOURSELF

A GAME Work in a group. Student A: Imagine you stayed in a hotel last week. Tell the group that you stayed in a great hotel or a terrible hotel. Then go in a circle. Say each student's sentence and add a new sentence. How many sentences can you say?

A: I stayed in a great hotel last week.
B: I stayed in a great hotel last week. I went swimming in the pool.
C: I stayed in a great hotel last week. I went swimming in the pool. I bought ...

B GAME Play Truth or Lies with a new group. Say two true things and one lie about a vacation you had or a hotel you stayed in. The other students guess which thing you said is a lie.

A: I went to Mexico City last year. My hotel had three pools. I walked on the beach.
B: That's a lie! You didn't walk on the beach in Mexico City! There's no beach there!
A: You're right!

I CAN DESCRIBE A HOTEL EXPERIENCE.

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LESSON 4 READ ABOUT AN UNUSUAL JOB

DIEGO SALAS

@DiegoS

Just read a cool blog post. This person found such a smart way to learn English!

1 BEFORE YOU READ

A PAIRS When you visit a new city, what do you like to do and see? Do you sometimes go on tours? How do you choose a tour guide?

B VOCABULARY ▶08-22 Listen. Then listen and repeat.

sign up: put your name on a list to show you want to do something
directly: with nothing and no one in between
ordinary: not different or special
check out: look at something because it is interesting or attractive
neighborhood: a small part of a town or city with a lot of homes
offer: provide; make something available

2 READ

A PREVIEW Read the title and look at the photo. What city is the article about? Who is Jom Palao?

B ▶08-23 Read and listen to an article about being a tour guide. How is Jom different from many other tour guides?

Home | About | Photo Gallery | Museums | Food

Search

Come for a visit. I'll show you my city!

Jom Palao

People sometimes say to me, "You speak English so well." I tell them, "I practice with native speakers," but I don't tell them that I make money while I practice! How do I do it?

It all started when I joined a tourism website and became a tour guide. Here's how it works: People from all over the world can sign up for tours with me directly. That keeps the prices low for the tourists. And I don't pay anything to have my name on the site!

The people on the site want to see the usual tourist attractions, like museums and monuments, but they also want to see the places that ordinary tourists never see. I can show them. When I give tours of my city, Bangkok, I take visitors to restaurants and shops that only Thai people visit. We check out interesting neighborhoods where they can talk to local people and eat local food.

Can you guess my visitors' favorite activity? Eating! We visit markets and my favorite little restaurants. They look around, and everyone else is Thai. That really makes their visit special. Their interest in Thai food gave me an idea: cooking lessons! So, last year my mother and I offered cooking lessons for the first time. Well, my mother cooks, and I explain everything in English. The classes are now more popular than my tours. Every class is full. Maybe next I will offer Thai dancing lessons!

Leave a Reply

Enter your comment here…

Jom's Thai Tourism Blog

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3 CHECK YOUR UNDERSTANDING

A What is the main idea of the article?

a. Being a tour guide is the best way to learn a new language.
b. The internet has changed many things for tourists and travelers.
c. A local tour guide can give tourists a special experience.

B READING SKILL 1. Read the Reading Skill. Cross out the details that are not in the text.

a. The cost for tourists is low.
b. Eating is often tourists' favorite thing to do.
c. Tourists visit neighborhoods where Thai people live.
d. The website is free for guides.
e. Thailand needs more tourism websites.
f. Tourists can find local guides.
g. Jom and her mother offer cooking lessons.
h. Tourists visit small stores where Thai people shop.
i. Visitors meet and talk to Thai people.
j. Jom heard about the tourism website from a friend.

READING SKILL Find details

Most readings have a few big ideas and then some details to give information about those ideas. Finding details can help you understand the writer's ideas better.

2. Now match the supporting details to each of the three big ideas below. Write the letters on the lines.

_____ 1. Jom's tourism website has many advantages.
_____ 2. Local guides help tourists understand Thai people and culture.
_____ 3. Jom works for visitors who love Thai food.

C FOCUS ON LANGUAGE Read. What do the underlined words mean?

I tell them, "I practice with native speakers," but I don't tell them that I make money when I practice!

a. people who started speaking a language as a child
b. people who speak a language at work

D PAIRS What is the article about? Retell the most important ideas in the article. Use your own words.

Jom is a tour guide in Thailand. She ...

Search for local guides in your own city or a city you want to visit. Find out about the services they offer.

4 MAKE IT PERSONAL

A Describe some attractions or activities in your town that visitors don't usually see or do. Why are they special? What kinds of visitors would enjoy them?

Place	Why it's special
Street market	It's exciting. You can also talk to local people.

B PAIRS Imagine you are a tour guide. You want to show visitors places that only local people know about. Explain why they are special and which visitors might enjoy them. Use the information in the chart from 4A.

There's a great market that sells local fruit. Tourists never go there.

☐ I CAN READ ABOUT AN UNUSUAL JOB.

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LESSON 5 WRITE A HOTEL REVIEW

DIEGO SALAS
@DiegoS
I'll never stay at a hotel again without reading some reviews first.

1 BEFORE YOU WRITE

A Read the hotel review. What is the writer's opinion of the hotel? What did she like about it?

Danielle C.
Montreal, Canada
534 friends
22 hotel reviews
56 photos

map view

"I'll never go back!"

★ ☆ ☆ ☆ ☆ September 29

I spent two nights at the San Marco Bellview Hotel last month. I'll never go back. It was horrible. First, the room was boiling hot. I don't think I slept at all. The website showed amenities like a gym, a swimming pool, and free Wi-Fi. That's why I chose this hotel, but when I arrived, I was really disappointed! The gym was closed, the pool was really dirty, and the Wi-Fi was not very strong, so I complained at the front desk. They were not helpful. The only good thing was the restaurant. The food there was cheap and pretty good, so we ate breakfast there both mornings.

Was this review helpful? Yes *87* No *2*

B Read the review again. Write one reason in each arrow. The reasons should explain why the author chose the Bellview Hotel and why she complained.

Reasons	Action, event, or opinion
1. *gym*	I chose the Bellview Hotel.
2.	I complained.

C PAIRS Do you ever read reviews online? For what kinds of things? Why or why not?
I usually read reviews for hotels because...

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2 FOCUS ON WRITING

A Read the Writing Skill.

B Read the review in 1A again. Circle *so* and *that's why*. Underline the reasons and double-underline the action or decision that followed.

WRITING SKILL Connect ideas with *so* and *that's why*

So and *that's why* link reasons to actions, decisions, or opinions. Use *so* and *that's why* after you give the reason(s) and before the action, decision, or opinion.

reason *decision*
I had a bad meal at that restaurant, ***so*** I never went there again.

reason *action*
This restaurant is very popular. ***That's why*** we came early.

3 PLAN YOUR WRITING

A Think about a place you chose to visit. It can be a hotel, a spa, or another place. What amenities did the place have? Why did you choose it? Did you like it? Make notes on your reasons for why or why not. Write your reasons in arrows to the left of each action, decision or opinion.

Reasons Action, event, or opinion

B PAIRS Tell your partner about the place you visited.
My hotel was really far from the beach.

4 WRITE

Write a review of a place you visited. Include reasons why you chose it, as well as reasons why you liked or didn't like it. Use *so* and *that's why* to link reasons to your decision and opinion.

5 REVISE YOUR WRITING

A PAIRS Exchange reviews and read your partner's review.

1. Did your partner give reasons for his or her choice?
2. Did your partner give reasons for his or her opinion of the place?
3. Did your partner use *so* and *that's why* to link the reasons to the decision and opinion? Circle them.

B PAIRS Can your partner improve his or her review? Make suggestions.

Check your
- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your review again. Can you improve your writing?

☐ I CAN WRITE A HOTEL REVIEW.

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PUT IT TOGETHER

1 MEDIA PROJECT

A ▶08-24 Listen or watch. Who did Yunmi visit in Busan?

B ▶08-25 Listen or watch again. What three things did Yunmi do?

1. _____
2. _____
3. _____

C Show your own photos.

Step 1 Think about a person you visited. Choose photos of the person you visited and the things you did.

Step 2 Show the photos to the class. Talk about them.

Step 3 Answer questions about the photos. Get feedback on your presentation.

2 LEARNING STRATEGY

FIND GRAMMAR ONLINE

Choose a grammar point that you are studying in class. Visit an English-language website and find five examples of the grammar. Write the example sentences. How is the grammar used? Compare examples with a classmate.

1. Customers liked to spend money on good food.
2. The fire began at the apartment at 1:30 in the morning.
3.

Search a travel or hotel review site. Find five example sentences that use the simple past. Write the sentences down and note how the grammar is used. Compare your examples with sentences from a classmate.

3 REFLECT AND PLAN

A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Describe a place
- ☐ Talk about a vacation
- ☐ Describe a hotel experience

Vocabulary
- ☐ Weather
- ☐ Travel experience
- ☐ Things you do on vacation
- ☐ Hotel activities

Pronunciation
- ☐ *Was / wasn't* and *were / weren't*
- ☐ The simple past *-ed* ending

Grammar
- ☐ Simple past with *be*: Review
- ☐ Simple past, regular verbs: Review
- ☐ Simple past, irregular verbs: Review

Reading
- ☐ Find details

Writing
- ☐ Connect ideas with *so* and *that's why*

B What will you do to learn the things you highlighted? Write notes.

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9 WHAT'S FOR DINNER?

LEARNING GOALS

In this unit, you

- talk about food you like
- describe how to cook something
- order food
- read about food and memories
- write a restaurant review

GET STARTED

A Read the title and the learning goals.

B Look at the photo. How many different foods can you see?

C Now read Emma's message. Why does she love the farmers' market?

EMMA DAVIS

@EmmaD

I love this great farmers' market near my house. Amazing fruits and vegetables!

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LESSON 1 TALK ABOUT FOOD YOU LIKE

EMMA DAVIS
@EmmaD
Can't wait for Saturday and family dinner night! It's the one night we all eat together.

1 VOCABULARY Common foods

A ▶09-01 Listen. Then listen and repeat.

fruit bowl

vegetable soup

tacos

cherry pie

B Which words from 1A are not fruits or vegetables?

C PAIRS Which foods in 1A do you often eat? Which foods from 1A do you rarely eat?

I eat fruits like oranges and grapes every day, but I rarely eat black beans.

2 GRAMMAR Questions with *How much* and *How many*

COACH

How much	Non-count noun		Answers	*How many*	Plural noun		Answers
How much	bread	do we need?	A lot.	**How many**	vegetables	will there be?	Four.
	cheese		Not much.		desserts		Two.
	rice		Three bags.		people		Not many.

>> FOR PRACTICE, GO TO PAGE 145

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3 PRONUNCIATION

COACH

A ▶09-03 Listen. Notice the two or three sounds in the consonant groups. Then listen and repeat.

fruit blueberry strawberries carrots
cauliflower grapes

Consonant groups

Many words have groups of two or three consonant sounds next to each other. We say the consonants in a group together, and we do not add a vowel sound between them.

B ▶09-04 Listen. Circle the words with consonant groups. Then listen and repeat the words with consonant groups.

black beans chicken bread parsley pepper milk an orange steak cabbage

C PAIRS Make five sentences with the words in 3A and 3B.

I love to put parsley in my vegetable soup.

4 CONVERSATION

A ▶09-05 Listen or watch. Circle the correct answers.

1. Rosa is having a *good* / *bad* time in New York.
2. Emma invites Rosa to dinner at *her house* / *a restaurant*.
3. Emma *is* / *is not* making soup and salad for dinner.
4. Rosa is bringing *a pie* / *some fruit* to dinner.

B ▶09-06 Listen or watch. Complete the conversation.

Emma: I can make black bean soup and salad for dinner. Is that ok?
Rosa: If it's no trouble. I love black bean soup. What can I bring?
Emma: How about some fruit?
Rosa: Sure. _____ fruit do we need? _____ people will be there?
Emma: Five people.
Rosa: OK. I can bring some grapes and strawberries.
Emma: Thanks. And I can make a cherry pie, too.

CONVERSATION SKILL
Make sure something is OK

To politely make sure something is OK, say:

- If it's no trouble.
- Are you sure?
- Would that be OK?

Listen to or watch the video again. Raise your hand when you hear someone make sure something is OK.

C ▶09-07 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

potato blueberries and oranges a cake

5 TRY IT YOURSELF

A MAKE IT PERSONAL Plan a dinner party for your class. Include foods you like. Make a list of things to buy and how much / how many you need. What can you make?

A: How about having a pizza party? We can make pizza.
B: OK, but how many pizzas should we make? And what do we need to buy?

Class Party Shopping List

B Describe your dinner plans to the class. Talk about the foods you like the best.

☐ I CAN TALK ABOUT FOOD I LIKE.

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LESSON 2 DESCRIBE HOW TO COOK SOMETHING

EMMA DAVIS
@EmmaD
My favorite recipe for cherry pie is so simple … and so, so good.

1 VOCABULARY Measurements and cooking verbs

A MEASUREMENTS ▶09-08 Listen. Then listen and repeat.

B COOKING VERBS ▶09-09 Listen. Then listen and repeat.

C ▶09-10 Listen to the people making food. Then write a cooking verb from 1B before each phrase.

1. _____ a teaspoon of salt to the flour
2. _____ the cookies
3. _____ some eggs
4. _____ a quart of milk with a cup of sugar
5. _____ some water for the tea
6. _____ the carrots and peppers

D PAIRS Write two foods that go with each cooking verb in 1B. Then share your lists with the class.

A: What are two foods we can boil?
B: Eggs and carrots?
A: Yeah, those work. How about fry?

2 GRAMMAR *Some / any* with count and non-count nouns: Review

COACH

Statements				*Yes / no* questions		
Affirmative	I added	**some**	milk.	Do we need	**any**	milk?
Negative	I didn't add	**any**	eggs.		**some**	eggs?

Notes

- Don't use *some* or *any* when speaking about something in general.
  A: I love **fruit**! What about you? Do you like **fruit**?
  B: Yes, but I don't like **cherries**.
- Use *some* to make offers and requests sound more natural.
  A: Do you want **some** soda? Or **some** cookies?
  B: No, thanks, but can I have **some** water?
- You can use *some* and *any* alone when the meaning is clear.
  A: I made coffee. Do you want **some**?
  B: Thank you, but no, I don't want **any** right now.
- Remember, you can use *there* + *be* + *no* + noun.
  There's **no sugar**. = There isn't any sugar.
  There are **no cherries**. = There aren't any cherries.

>> FOR PRACTICE, GO TO PAGE 146

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3 PRONUNCIATION

COACH

A ▶09-12 **Listen. Notice the way we link unstressed words to the words around them. Then listen and repeat.**

an, and = /ən/ — /ən/ /ən/ an hour and a half — /ən/ rice and beans

a, of = /ə/ — /ə/ /ə/ a cup of tea — /ə/ /ə/ a teaspoon of salt

B ▶09-13 **Listen. Complete the sentences with *a, of, an,* or *and*. Check your answers with a partner. Then listen and repeat.**

1. I'm making _____ Italian cabbage _____ rice soup.
2. To make the soup, you need _____ pound _____ cabbage.
3. Chop _____ onion _____ the cabbage.
4. Add rice _____ four cups _____ water.
5. You don't need _____ lot _____ rice—maybe half _____ cup.
6. Add _____ tablespoon _____butter _____ some cheese at the end.

Unstressed words: *a, of, an, and*

We don't stress short words like *a, of, an,* or *and*. We say all these words with the short, weak vowel /ə/.

The word *and* usually sounds the same as the word *an: an hour and a half.*

In fast speech, *of* often sounds like *a* when the next word begins with a consonant sound: *a cup of tea.*

4 LISTENING

A ▶09-14 **Look at the recipe and listen. What does the speaker say to do first?**

☐ make cherry filling ☐ make a pie crust

B ▶09-15 **Listen again and put the steps of the recipe in the correct order. Write the numbers.**

___ Roll the dough into two flat circles.
___ Boil the cherries.
___ Chop the butter.
___ Bake the pie for 50 minutes.
___ Mix the flour, salt, and sugar.
___ Put the first circle of dough in a pan.
___ Put the second pie crust on top.

LISTENING SKILL Listen for sequence

When you listen to steps in a process, listen for words like *then, next, now,* and *after that*. Speakers often use these words to introduce the next step.

RECIPES A TO Z

CHERRY PIE

INGREDIENTS

Crust:
- 1 cup of butter
- 3 cups of flour
- one teaspoon of salt
- one tablespoon of sugar
- about half a cup of ice water

Filling:
- 4 cups of cherries
- 1 cup of sugar
- 4 tablespoons of flour

C PAIRS **Close your books. Pretend you are making a cherry pie. Try to remember how to make the crust and the filling.**

A: First, chop up the butter. B: Yes. Then ...

5 TRY IT YOURSELF

A PAIRS **Choose a dish to make. Write the ingredients on a piece of paper. Talk about how to make the dish.**

B **Report to the class. What ingredients do you need for your dish? How can you make it?**

This is how to make chicken soup. First, chop the chicken into pieces. Then chop potatoes and celery ...

☐ I CAN DESCRIBE HOW TO COOK SOMETHING.

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LESSON 3 ORDER FOOD

EMMA DAVIS
@EmmaD
Just made a cherry pie for dinner! Makes me think of my mom's kitchen when I was a kid.

1 VOCABULARY Foods on a menu

A ▶09-16 Listen. Then listen and repeat.

B PAIRS Which foods in 1A are good to eat together?

I like eating fried chicken with french fries. They're great together!

2 GRAMMAR *Would like* for preferences and polite requests

COACH

Affirmative statements		
Subject	***Would like***	**Noun**
I	**would like**	Mexican food.
She		a salad.

Questions					Answers
***Wh-* word**	***Would***	**Subject**	***Like***		
	Would	you	**like**	a burrito?	Yes, please. / No, thank you.
		anyone		fried chicken?	I would!
What	**would**	you		for dinner?	Steak, please.
		they		on their pizza?	Mushrooms and peppers.

Notes

- Use *would like* to make polite requests. *Would like* is more polite than *want*.
- *Like* and *would like* have different meanings.
  I **like** noodles. = I enjoy noodles. I**'d like** some noodles. = I want some noodles, please.
- We almost always contract *would* with pronouns in affirmative statements.
  She'd like a cola.

>> FOR PRACTICE, GO TO PAGE 147

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3 CONVERSATION

A ▶09-18 Listen or watch. Then choose the correct answers.

1. Why is Emma upset?
   a. There are no black beans.
   b. Rosa is late for dinner.
2. What does Emma decide to do?
   a. buy more food at the supermarket
   b. order food over the phone
3. What are Emma and the others eating for dinner?
   a. black bean soup and vegetables
   b. tacos, burritos, and salads

B ▶09-19 Listen or watch. Complete the conversation.

Sam: DiDi's Diner. How can I help you?
Emma: Hi. _____ some food for delivery.
Sam: Sure. What_____ ?
Emma: Let's see. _____ five chicken tacos, two black bean burritos, plus five mixed salads.
Sam: OK. _____ anything to drink?
Emma: No, that's it. Thanks.

C ▶09-20 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.
noodles with chicken vegetable curries orders of mashed potatoes

4 TRY IT YOURSELF

A MAKE IT PERSONAL Take turns ordering take-out food over the phone for dinner. Use foods from 1A and your own ideas.

B WALK AROUND Take food orders from three other students. Which dishes are the most popular?

Name	Order

☐ I CAN ORDER FOOD.

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LESSON 4 READ ABOUT FOOD AND MEMORIES

EMMA DAVIS
@EmmaD
This article made me want to eat tortillas. 😊

1 BEFORE YOU READ

A PAIRS What were your favorite foods when you were a child?

B 09-21 Listen. Then listen and repeat.

suddenly: happening quickly when you don't expect it
a memory: something that you remember from the past
childhood: the time in your life when you were young
a smell: You notice smells with your nose.
flavor: the taste of a food or drink
an emotion: a feeling such as love, hate, or anger

2 READ

A PREVIEW Read the title and look at the photo. What memories will the author discuss?

B 09-22 Read and listen to a blog post about food and memory. What foods does the writer describe?

Home | About | Photo Gallery | Restaurant Reviews | Recipes

Search

Food and memories

Last week, I walked by a small taco restaurant. There was a wonderful smell of fresh tortillas. I have lived in the U.S. for forty years, but when I smell fresh tortillas, I am in Mexico again. The smell took me back to the small town in Mexico where I grew up. Suddenly, I was at my family's dinner table, with fresh tortillas and my grandmother's delicious chicken. The memory was so strong. I almost cried.

Later, I talked to some friends about my experience. They said that some foods bring back powerful memories from their childhood, too. My friend Anna remembers her family's Sunday dinners when she smells fried chicken.

There are also many stories about food and memories in books. French author Marcel Proust begins one of his novels with a cookie and a cup of tea. The taste brings back many memories—more than 4,000 pages of them! The author Eduardo Machado writes about foods that make him hungry for his home in Cuba. The smell of boiling fresh milk takes him back to his childhood.

Why does food make us remember things? Well, a food's smell has most of the food's flavor. And the part of the brain that is responsible for smell is directly connected to the parts of the brain that are responsible for memories and for emotions. So, it is not surprising that the smell of food often brings back memories, especially memories that include strong emotions.

What are your special food memories?

Luz López

Leave a Reply

Enter your comment here...

Luz's Food Blog

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3 CHECK YOUR UNDERSTANDING

A What is the main idea of the blog post?

a. The flavor of food comes more from its smell than its taste.
b. Foods and their smells can bring back powerful memories.
c. Memories are connected to strong emotions.

B Choose the correct answer.

1. The author remembered her childhood because of the smell of ***fried chicken*** / ***fresh tortillas*** / ***a little taco***.
2. The smell of boiling milk brings back memories for ***the author*** / ***Marcel Proust*** / ***Eduardo Machado***.
3. Smell and ***childhood*** / ***food*** / ***memories*** are connected in the brain.

C FOCUS ON LANGUAGE Read. What do the underlined words mean?

1. The smell took me back to the small town in Mexico where I grew up.
   a. made me remember b. traveled with me
2. The part of the brain that is responsible for smell is directly connected to the parts of the brain that are responsible for memory and for emotions.
   a. be sensitive about b. manage

D READING SKILL Read the Reading Skill. What information can you infer?

Luz writes …	So I know …
1. I walked by a small taco restaurant. There was a wonderful smell…	a. Luz doesn't like to eat at home. b. Luz likes tacos.
2. I almost cried.	a. Luz misses her childhood. b. Luz wants to move back to Mexico.
3. The smell of boiling fresh milk takes him back to his childhood.	a. Eduardo Machado often drank milk. b. Eduardo Machado rarely drank milk.

READING SKILL
Infer meaning

To infer is to know what an author believes or means but doesn't write. Reread the text. What things does the author believe or mean but not write?

E PAIRS What is the blog post about? Retell the most important ideas in the blog post. Use your own words.

The post is about food and memories …

Find out about foods with a strong or special smell.

4 MAKE IT PERSONAL

Think of an experience like the one in the blog post. Write notes. Then tell a partner about it.

What food makes you think about your past?	
What person or experience do you remember when you smell or eat it?	
How do you feel when this happens?	

When I taste sweet peaches, I remember …

I CAN READ ABOUT FOOD AND MEMORIES.

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LESSON 5 WRITE A RESTAURANT REVIEW

EMMA DAVIS
@EmmaD
I'll be in Arizona next week for work. Any suggestions for a good place to eat?

1 BEFORE YOU WRITE

A Read the review. Why did Mike decide to try this restaurant?

Mike H.
Scottsdale, Arizona
76 friends
210 restaurant reviews
125 photos
map view

"Try this one!"

★★★★ April 14

I read a review of Pancake Shack in the newspaper. It gave the restaurant 4 stars. I love pancakes, so I decided to try it. I went to Pancake Shack the next day, and I can tell you that this is the best pancake restaurant in the city. It has many different kinds of pancakes, like sweet ones with blueberries, cherries, or strawberries. It also has unusual choices. For example, there are pancakes with chicken and mushrooms. I guess pancakes are not only for breakfast! I tried four different kinds. They were all delicious. And everyone there was so nice! So, if you like pancakes, this is the place for you!

Was this review helpful? Yes *23* No *3*

B Read the review again. Why does Mike like the pancakes? Take notes in the chart. Write each reason in a circle.

Pancake Shack

C Read the sentences. Are they positive or negative? Complete the chart. Then add one positive and one negative sentence.

	+	-
This is the best pancake restaurant in the city.	✓	
Everyone was so nice.	✓	
They were all terrible.		✓
This is the place for you!	✓	
Don't go here!		✓
	✓	
		✓

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2 FOCUS ON WRITING

A Read the Writing Skill.

B Read the review in 1A again. Find examples of *this, that,* and other pronouns that connect people, things, or ideas. Circle the pronouns.

WRITING SKILL

Connect ideas with *this, that,* and other pronouns

You can use *this, that,* and other pronouns (*he, she, it, they, him, her, them*) when you mention people, things, and ideas again later in the text. Using pronouns helps you connect ideas in different sentences. It makes your writing less boring and easier to read.

I like mushrooms on everything. **They** are my favorite vegetable.

When I was 22, I learned how to bake bread. **That** was one of the most important experiences in my life.

Try this one!

★★★★☆ April 14

I read a review of Pancake Shack in the newspaper. It gave the restaurant 4 stars.

3 PLAN YOUR WRITING

A Think about your favorite restaurant. What can you say about the food? Complete the chart. Put reasons in the circles.

My favorite restaurant: _____

B PAIRS Tell your partner about the restaurant.

I went to Ricardo's for the first time two years ago. It was ...

4 WRITE

Write a review of your favorite restaurant. Explain why you like it. Use pronouns to refer to people, things, and ideas the second time you write about them.

5 REVISE YOUR WRITING

A PAIRS Exchange reviews and read your partner's review.

1. Circle pronouns. Find the people, things, or ideas that they refer to.
2. Did your partner explain why this is his or her favorite restaurant?

B PAIRS Can your partner improve his or her review? Make suggestions.

Check your
- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your review again. Can you improve your writing?

☐ I CAN WRITE A RESTAURANT REVIEW.

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PUT IT TOGETHER

1 MEDIA PROJECT

A ▶09-23 Listen or watch. What food does Pedro make?

B ▶09-24 Listen or watch again. Answer the questions.

1. Why does Pedro like smoothies? _____
2. What do you need to make a smoothie? _____
3. How do you make a smoothie? _____

C Make your own video.

Step 1 Think about a simple food you can make. Get the ingredients and any other things you'll need to make your food.

Step 2 Make a 30-second video. Show the ingredients, describe how to make your food, and show the finished food.

Step 3 Share your video. Answer questions and get feedback.

2 LEARNING STRATEGY

SENTENCES WITH SOUNDS

Think of a sound that's hard for you to say. Then find ten words that have that sound. On a piece of paper, write sentences with the words. Try to use more than one word in each sentence.

Choose a sound that is difficult for you. Find food words that have the sound. Write sentences with the words and practice saying them.

3 REFLECT AND PLAN

A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Talk about food you like
- ☐ Describe how to cook something
- ☐ Order food

Vocabulary
- ☐ Common foods
- ☐ Measurements
- ☐ Cooking verbs
- ☐ Foods on a menu

Pronunciation
- ☐ Consonant groups
- ☐ Unstressed words: *a*, *of*, *an*, *and*

Grammar
- ☐ Questions with *How much* and *How many*
- ☐ *Some* / *any* with count and non-count nouns: Review
- ☐ *Would like* for preferences

Reading
- ☐ Infer meaning

Writing
- ☐ Connect ideas with *this*, *that*, and other pronouns

B What will you do to learn the things you highlighted? Write notes.

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10 WHERE ARE YOU GOING?

LEARNING GOALS

In this unit, you

- talk about important life events
- describe when events happened
- talk about life plans and goals
- read advice on finding a job
- write a cover letter

GET STARTED

A Read the title and the learning goals.

B Look at the photo. How does the photo make you feel?

C Now read Yuki's message. What does Yuki think about her life?

YUKI OGAWA

@YukiO

I'm doing so many cool things in my life. And there's so much I still want to do. Let's go!

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LESSON 1 TALK ABOUT IMPORTANT LIFE EVENTS

YUKI OGAWA
@YukiO
Almost done with my first trip to the U.S.! Big experience for me! #winning

1 VOCABULARY Milestones

A 10-01 Listen. Then listen and repeat.

be born

grow up
learn to play

go to college
get your degree

start working

move

get married

have a baby

B 10-02 Listen to Inez talk about milestones in her life. Then check the events she talks about.

- [x] She was born in Tampico.
- [ ] She grew up in Monterrey.
- [ ] She went to college.
- [ ] She learned to play the piano.
- [ ] She moved to Monterrey.
- [ ] She started working.

C GAME Student A: Say two true milestones and one lie.
Student B: Guess which thing is a lie.

A: I was born in São Paulo. I grew up in Rio de Janeiro. I had a baby in 2017.
B: That's not true! You don't have a child!

2 GRAMMAR Simple past, *yes / no* and *wh-* questions

Yes / no questions				Short answers	
Did	**Subject**	**Verb**		**Affirmative**	**Negative**
Did	you	**learn**	English at school?	Yes, I **did.**	No, I **didn't.**
	she	**grow up**	in Seoul?	Yes, she **did.**	No, she **didn't.**

Wh- questions					Answers
***Wh-* word**	***Did***	**Subject**	**Verb**		
When		he	**start**	working?	In 2015.
Where	**did**	they	**get**	married?	In Bogotá.
Why		you	**move**	to Brazil?	For work.

Notes
- We almost always use the contraction *didn't* in informal writing and speaking.
- To ask questions with *born*, you can say *Where were you born?* or *Were you born in New York?*

>> FOR PRACTICE, GO TO PAGE 148

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3 CONVERSATION

A ▶10-04 Listen or watch. Then circle the correct answers.

1. Where is Yuki going soon?
   a. New York b. Tokyo c. Toronto
2. What did Yuki do in Toronto?
   a. go to college b. start working c. get married
3. Where did Carlos go to college?
   a. New York b. Lima c. Vancouver
4. When did Carlos move back to New York?
   a. five years ago b. ten years ago c. twenty years ago
5. Where did Carlos grow up?
   a. Tokyo and Vancouver b. Mexico City and Toronto
   c. Lima and New York City

B ▶10-05 Listen or watch. Complete the conversation.

Carlos: Where did you go to college?
Yuki: In Toronto.
Carlos: That's cool. _____ it there?
Yuki: _____ , _____ . Toronto is great! What about you? Where did you go to college?
Carlos: In Vancouver. I got my degree in design there.
Yuki: And _____ move to New York?
Carlos: About five years ago.

CONVERSATION SKILL
Invite someone to talk

To invite someone to talk, ask:
- How about you?
- What about you?
- And you?

Listen to or watch the video again. Raise your hand when you hear someone invite another person to talk.

C ▶10-06 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas. Use different places and times.

were you born grew up start working in

4 TRY IT YOURSELF

A MAKE IT PERSONAL Interview your partner. Talk about milestones in your life.

A: Where were you born? B: I was born in ...

Born	
Grow up	
Other milestones	

B Tell the class about the milestones in your partner's life.

Kumiko was born in ...

I CAN TALK ABOUT IMPORTANT LIFE EVENTS.

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LESSON 2 DESCRIBE WHEN EVENTS HAPPENED

YUKI OGAWA
@YukiO
Michelle Obama is an amazing person! Definitely a hero of mine!

1 VOCABULARY Past time markers

A ▶10-07 Listen. Then listen and repeat.

B Look at a calendar. What was the date the day before yesterday? Five days ago? Last Saturday?

C PAIRS Compare your answers from 1B.

2 SPEAKING

A ▶10-08 Notice how we say dates. Then listen and repeat.

> Hi. I'm Danielle. I was born in 1987.
> I went to college from 2005 to 2009.
> My son Oliver was born in March of 2018 (on the 14 of March, 2018).
> I started a new job the first week of January (the week of January 2).

B ▶10-09 Listen. Circle the correct dates.

1. Don moved to Denver in *2014 / 2015*.
2. Susan started at her school in *2007 / 2017*.
3. Liz got married on June *3 / 13*, 2016.
4. Greg worked at a hotel from *2008 / 2009* to 2011.
5. Eric came the *second / third* week of May.
6. Kendra has exams the week of December *15 / 22*.

C ▶10-10 Listen. Complete the sentences. Write the words you hear.

1. I moved to Seoul _____ .
2. I started working at Green Tree _____ .
3. I got married _____ .
4. I worked in Nepal _____ .
5. I was in Madrid _____ .
6. My exams are _____ .

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3 PRONUNCIATION

COACH

A 10-11 Listen. Notice the different vowel sounds. Then listen and repeat.

/ər/	person	first	Thursday	word
/ɔr/	born	more	four	story

B 10-12 Listen. Circle the word in each line that has a different vowel sound. Check your work with a partner. Then listen and repeat the words with the same sounds.

1.	learned	year	university	weren't
2.	morning	forty	important	world
3.	third	firm	tired	girl
4.	New York	work	before	fourth

The sounds /ər/ and /ɔr/

The sound /ər/ has many spellings. It is usually spelled:

- *er* as in *person*
- *ir* as in *first*
- *ur* as in *Thursday*
- *or* (after w) as in *word*

The sound /ɔr/ is usually spelled *or* or sometimes *our*:

- *or* as in *born*
- *our* as in *your*

4 LISTENING

A 10-13 Listen to the podcast. Which dates does the podcast cover?

1964–_____

B 10-14 Listen again. Write the letters of the events under the years on the timeline.

a. gets her degree from Princeton
b. is born
c. marries Barack Obama
d. starts working at a law firm
e. becomes First Lady

1964	1985	1988	1992	2009

LISTENING SKILL Listen for time order

When people talk about someone's life, they often use dates to organize their ideas. Listening for the dates can help you understand milestones in a person's life.

C PAIRS What did you learn about Michelle Obama from the podcast?

A: What did you learn about Michelle Obama?
B: She was born on January 17, 1964.

5 TRY IT YOURSELF

PROJECT Work in a group. Choose a friend, family member, or other person you know well. Talk about important milestones in the person's life. What important things did the person do and when? Then give a presentation to the class.

I CAN DESCRIBE WHEN EVENTS HAPPENED.

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LESSON 3 TALK ABOUT LIFE PLANS AND GOALS

YUKI OGAWA
@YukiO
Goodbye, New York! I'll miss you!

1 VOCABULARY Future time markers

A ▶10-15 Look at calendar months. Listen. Then listen and repeat.

B Look at the prepositions in 1A. When do we use *in*, *for*, *on*, and *next*?

C PAIRS What are you going to do in a week? in a month? in six months?
In a week, I'm going to go to see a concert. Then in a month ...

2 GRAMMAR Future plans with *be going to*

Affirmative statements					Negative statements				
Subject	***Be***	***Going to***	**Base form of the verb**		**Subject**	***Be + not***	***Going to***	**Base form of the verb**	
I	**am**	**going to**	**start**	college.	I	**am not**	**going to**	**get**	married.
She	**is**				She	**is not**			
We	**are**				We	**are not**			

Yes / no questions					Short answers	
Be	**Subject**	***Going to***	**Verb**		**Affirmative**	**Negative**
Are	you	**going to**	**rent**	an apartment?	Yes, I **am**.	No, I **am not**.
	they				Yes, they **are**.	No, they **are not**.
Is	he				Yes, he **is**.	No, he **is not.**

Wh- questions					Answers
***Wh-* word**	***Be***	**Subject**	***Going to***	**Verb**	
What	**are**	you	**going to**	**do?**	I'm going to get a job.
Where	**is**	she		**go?**	To Costa Rica.
When		it		**start?**	In a month.

Notes

- We almost always use contractions with subject pronouns + *be*.
- Don't use contractions in affirmative short answers. Yes, she **is**. NOT ~~Yes, she's~~
  A: **Are** you **going to** go back to school? B: Yes, I **am**.
- In negative answers, you can make a contraction with the pronoun and *be*. You can also make a contraction with *be* and *not*.
  A: She**'s not going to** go to the beach. Is he going to go? B: No, he **isn't**.

>> FOR PRACTICE, GO TO PAGE 149

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3 PRONUNCIATION

COACH

A ▶10-17 Listen. Notice the blended pronunciation of *going to*. Then listen and repeat.

/gənə/	~~/gənə/~~
We're going to miss you.	I'm going to Japan.
What are you going to study?	

> **Blending: *going to* ("gonna")**
>
> When we use *going to* with another verb to talk about the future, we often blend *going* and *to* together and say "gonna" /gənə/. We do not use "gonna" when *going to* is followed by a noun.

B ▶10-18 Write an *X* next to the sentences in which *going to* cannot have the pronunciation "gonna." Listen and check your answers. Then listen and repeat the sentences with the blended pronunciation of *going to*.

___ 1. I'm going to travel around the world.
___ 2. I'm going to Thailand in a month.
___ 3. I'm going to finish school this year.
___ 4. I'm going to visit New York in the fall.
___ 5. I'm not going to college next year.
___ 6. I'm going to start a new job soon.

C PAIRS Talk about the future plans in 3B. Which statements are true for you?

4 CONVERSATION

A ▶10-19 Listen or watch. Complete the sentences. Choose the correct words.

1. Yuki is *going home / doing more training* tomorrow night.
2. Yuki is going to *work as a social media manager / go back to school* next year.
3. Carlos is going to *get married / move to Greece* on July 10.

B ▶10-20 Listen or watch. Complete the conversation.

Carlos: What are your plans for the future?
Yuki: Well, next year, _____ back to school.
Carlos: Really? That's exciting!
Yuki: What about you? What are your plans for the future?
Carlos: Me? _____ married.
Yuki: Oh, yeah. When?
Carlos: On July 10. Then, in August, we're going to Greece. We're _____ at the beaches and climb the mountains.

C ▶10-21 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas. Change the names, activities, and places.

in two years
on April 2
in six months

5 TRY IT YOURSELF

MAKE IT PERSONAL What are your plans and goals? Discuss with your partner and ask follow-up questions.

A: In six months, I'm going to start working.
B: Oh, yeah? Where are you going to start working?
A: At a hospital, because ...

☐ I CAN TALK ABOUT LIFE PLANS AND GOALS.

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LESSON 4 READ ADVICE ON FINDING A JOB

YUKI OGAWA
@YukiO
Check out this very nice advice for finding a job. And it's a fun story 😉

1 BEFORE YOU READ

A PAIRS Why is it hard to find your first job?

B VOCABULARY ▶10-22 Listen. Then listen and repeat.

fortunately: happening because of good luck
invite someone over: to ask someone to come to your home
a secret: an idea, plan, etc. that you do not tell other people about
a kid: a child
have something in common: to have the same interests, etc. as someone else
convince: make someone believe something

2 READ

A PREVIEW Read the question in the post and the writer's first sentence. What do you think the writer will talk about?

B ▶10-23 Read and listen to a post about finding your first job.

Good Questions Home | Discussion Board | Logout

Home
Jobs
Finding a job
Interviews
Stories
Work

How can you get your first job when you don't have any experience?

Karen S. **July 2**

It's all about who you know and connecting with the interviewer.

Karen

I grew up as a quiet kid in a noisy house. Fortunately, my parents' best friend, Mrs. Garcia, lived next door. She often invited me over to do my homework in peace and eat one of her world-famous cookies. She became like a second mom to me and even taught me how to make her cookies.

After I graduated from high school, I moved to another city, got my degree in marketing, and started looking for a job. My mom said I should call Mrs. Garcia to see if she knew of any good jobs. Mrs. Garcia suggested I email her niece, who was a marketing manager at a cool sunglasses company. A few days later, her niece called me to come in and interview for a market researcher job.

Her first question was, "So, my aunt tells me you're quiet, really smart, and the only other person in the world who can make her cookies. What's your secret? I can never make them right." I laughed, "Well, I went to her house almost every day as a kid. I guess it's just practice." Her niece and I had a lot in common. We talked about Mrs. Garcia, cookies, and sunglasses for about 15 minutes before we even started talking about the job. I left the interview feeling great and, a few days later, she called to offer me the job.

So my advice is to talk to your friends, family, and old neighbors! They can help you find good places to apply and convince a company that you'll do a good job.

Do you like this answer? ☺ (22) ☹ (3)

Leave a Reply
Enter your comment here…

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3 CHECK YOUR UNDERSTANDING

A What is the main idea of the post?

a. Become friends with your neighbors and interviewers.
b. Tell your parents and neighbors to call companies for you.
c. Ask people you know to help you find a job.

B Circle the correct answer.

1. Karen liked to *learn about marketing sunglasses* / *do homework and eat cookies* / *watch TV in peace* at Mrs. Garcia's house.
2. Mrs. Garcia gave Karen *her niece's email* / *advice about interviews* / *a good job*.
3. The interviewer first wanted to talk about *the company's accessories* / *Mrs. Garcia's cookies* / *Karen's personality*.

C READING SKILL Read the Reading Skill. Answer the questions.

1. Why did Karen enjoy going to Mrs. Garcia's house?
   a. She wanted a second mom.
   b. Mrs. Garcia made her do homework.
   c. Her home was too noisy.
2. Why did Karen ask Mrs. Garcia for help?
   a. She wanted to find a job by herself.
   b. She wanted to work for Mrs. Garcia's niece.
   c. She wanted help finding a job.
3. Why did Mrs. Garcia's niece ask Karen to come in and interview?
   a. She was a manager at a sunglasses company.
   b. She heard nice things about Karen from Mrs. Garcia.
   c. She couldn't hire anyone else.
4. What's one reason Mrs. Garcia's niece offered Karen the job?
   a. Karen made her some cookies.
   b. They liked each other.
   c. She needed a quiet person.

READING SKILL Infer why someone does something

You often need to infer people's reasons because writers don't say exactly why people do things. In these cases, think about the people's situations and feelings. This can help you understand their actions.

D FOCUS ON LANGUAGE Read. What do the underlined words mean?

1. It's all about who you know and connecting with the interviewer.
   a. The most important thing is
   b. The topic is
2. She often invited me over to do my homework in peace.
   a. without noise, people talking, etc.
   b. in an excellent way
3. I can never make them right.
   a. follow the directions carefully
   b. create them in the correct way

E PAIRS What is the post about? Retell the most important ideas in the article. Use your own words.

Karen liked visiting her neighbor as a kid.

Many people have interesting stories about finding a job. Search for stories online.

4 MAKE IT PERSONAL

A Think about a person who helped you (or someone you know) get a job. Who was the person? How did the person help? What was the job? Write notes on a piece of paper.

B PAIRS Talk with your partner about the person who helped with finding a job. Ask your partner questions about the person who helped. Why did he or she help?

☐ I CAN READ ADVICE ON FINDING A JOB.

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LESSON 5 WRITE A COVER LETTER

YUKI OGAWA
@YukiO
My friend just asked me to look at her cover letter. Hope she gets the job!

1 BEFORE YOU WRITE

A Read the cover letter. What job does Ana want?

Ana Melo
494 56th Street
Oakland, CA 94609

Ms. Joan Carter
Director, City Tours
121 North Point Street
San Francisco, CA 94109

September 21, 2018

Dear Ms. Carter:

I am interested in the tour guide job for international visitors advertised on your website. I love San Francisco, and I hope to share my knowledge with visitors from around the world.

I have the experience and skills for this job. I grew up in São Paulo, and I was a tour guide there for two summers. I speak four languages—Portuguese, Japanese, Spanish, and English—and I love working with people from different countries. I studied history in college, and I learned about the history of San Francisco when I moved here. Also, I love telling visitors about new places.

Please see my résumé for more details about my work history. Thank you for your consideration, and I hope to hear from you soon.

Sincerely,
Ana Melo

B Read the letter again. Take notes in the chart.

Experience	Skills

C PAIRS Do you think Ana can be a good tour guide? Why or why not?

D PAIRS Do you think you can be a good tour guide? Why or why not?

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2 FOCUS ON WRITING

A Read the Writing Skill.

B Read the letter in 1A again. Label each part of the letter with the bullets from the Writing Skill.

WRITING SKILL Organize a cover letter

In a cover letter, you should:

- Use a formal greeting
- Say why you're writing
- Say why you want the job
- Say why you will be good at the job
- Thank the person for reading
- Use a formal closing

3 PLAN YOUR WRITING

A Choose a job you would like to apply for. Why are you a good person for the job? Complete the chart with your experiences and skills.

Job:	
Experience	Skills

B PAIRS Tell your partner why you will be good at this job.

I am a good person for this job because ...

4 WRITE

Write a cover letter to apply for a job that you want. Use the sentences in the model to help you begin and end your letter. Follow the organization in the writing skill.

5 REVISE YOUR WRITING

A PAIRS Exchange letters and read your partner's letter.

1. Did your partner name the job that he or she wants?
2. Did your partner give reasons why he or she is a good person for the job?
3. Did your partner follow the organization in the writing skill?

B PAIRS Can your partner improve his or her letter? Make suggestions.

6 PROOFREAD

Read your cover letter again. Can you improve your writing?

Check your
- spelling
- punctuation
- capitalization

☐ I CAN WRITE A COVER LETTER.

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PUT IT TOGETHER

1 MEDIA PROJECT

A 10-24 Listen or watch. What does Gala describe?

B 10-25 Listen or watch again. Answer the questions.

1. What is the first thing Gala plans to do?
2. What is the second thing Gala plans to do?
3. What is the third thing Gala plans to do?

C Make your own video.

Step 1 Think about your plans for the next five years. Choose three photos that show things you plan to do.

Step 2 Show the photos to the class. Talk about your plans and the photos.

Step 3 Answer questions about the photos. Get feedback on your presentation.

2 LEARNING STRATEGY

MAKE A TIMELINE

Choose a time period. Think of all the important events that happened during that time. Write them on a timeline.

Choose an important time from your life and ten milestone or time marker words from this unit. Create a timeline.

3 REFLECT AND PLAN

A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Talk about important life events
- ☐ Describe when events happened
- ☐ Saying dates
- ☐ Talk about life plans and goals

Vocabulary
- ☐ Milestones
- ☐ Past time markers
- ☐ Future time markers

Pronunciation
- ☐ The sounds /ər/ and /ɔr/
- ☐ Blending: going to ("gonna")

Grammar
- ☐ Simple past, *yes / no* and *wh-* questions
- ☐ Future plans with *be going to*

Reading
- ☐ Infer why someone does something

Writing
- ☐ Organize a cover letter

B What will you do to learn the things you highlighted? Write notes.

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UNIT 1, LESSON 1 SIMPLE PRESENT OF *BE*: REVIEW

A ▶01-02 Listen. Complete each sentence. Write the word you hear. Use contractions.

Maria: Hi. I'm (1) Maria, and this is Akira. We (2) from New York. (3) from Miami, and (4) from Tokyo. (5) market researchers.

Nina: Hello! (6) nice to meet you. (7) market researchers, too. This (8) Lee, and (9) Nina.

B Complete each sentence. Use the correct form of the verb *be*.

1. Fernando and I aren't (not) pharmacists.
2. I _____ a pharmacist.
3. Marta _____ an accountant.
4. She _____ (not) a lawyer.
5. Yuki and Dolores _____ social media managers.
6. They _____ (not) software engineers.
7. This _____ Leo.
8. Leo and I _____ journalists.
9. We _____ (not) pilots.

C Complete each sentence. Write one word on the line.

Carol: Are (1) you from the Toyko office?

Yuki: Yes, I (2) . I'm Yuki. I'm a social media manager.

Carol: Nice to meet you, Yuki. (3) Carol.

Yuki: (4) nice to meet you, too. Where (5) you from?

Carol: Florida.

Yuki: Where's your office? (6) it in Orlando?

Carol: No, it (7) . It's in Miami. I'm here with Sam. He and I (8) market researchers. Sam! This (9) Yuki.

Sam: Hi, Yuki. Nice to meet you.

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UNIT 1, LESSON 2 SIMPLE PRESENT: REVIEW

A ▶01-10 Listen. Complete each sentence. Write the subject and verb you hear.

___I live___ (1) close to work. _____ (2) a long commute. _____ (3) to work, and _____ (4) 10 minutes. My boss doesn't live close to work. _____ (5) a long commute. _____ (6) to work by train.

B Eliza, Ed, Tom, and Lisa work together in New York City. Eliza and Ed live in the city, but Tom and Lisa do not. Complete each sentence. Use the correct form of the verb in parentheses.

1. Eliza ___walks___ (walk) to work.
2. Eliza _____ (have) a short commute.
3. She _____ (not / live) far from work.
4. Ed _____ (go) to work by bus.
5. He _____ (study) on the bus.
6. He _____ (do) homework on the bus.
7. Tom and Lisa _____ (live) near New York City.
8. They _____ (take) the train into the city.
9. They _____ (not / work) on the train. They read the news.

C Write statements about Eliza, Ed, Tom, and Lisa. Use the words in parentheses. Use the correct form of the verb.

1. (Eliza / not take / the bus) ___Eliza doesn't take the bus.___
2. (Eliza / have / a short commute) _____
3. (She / not live / far from work) _____
4. (Tom and Lisa / not walk / to work) _____
5. (They / have / a long commute) _____
6. (It / take / 90 minutes) _____
7. (Tom / not like / the train) _____
8. (Ed / not have / a long commute by train) _____
9. (He / take / a bus) _____

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UNIT 1, LESSON 3 SIMPLE PRESENT, *YES / NO* AND *WH-* QUESTIONS: REVIEW

A ▶01-14 Listen to the conversations. Complete them with the words you hear.

1. A: What ___do you___ do?
   B: _____ a chef.
2. A: Where _____ work?
   B: In Mexico City.
3. A: What _____ do at work?
   B: _____ to meetings.
4. A: _____ work in a hotel?
   B: No, a restaurant.

B Complete each conversation. Write the missing word.

1. A: ___Do___ you work in a restaurant?
   B: No, I ___don't___ .
2. Nancy: _____ Peter like his job?
   Dena: Yes, _____ .
3. Ann: Where_____ you work?
   Max: In a law office.
4. Fred: _____ Don drive to work?
   Sue: No, he _____ . He takes the bus.
5. Nida: What _____ Ari study?
   Artit: He _____ marketing.
6. Yan: What do Yu and Hao _____ at work?
   Zheng: They travel and they make presentations.

C It's Anna's first day at her new job and she meets Grace. Complete their conversation. Use the words in parentheses.

Anna: ___What do you do___ ?
1 (what / you / do)

Grace: _____
2 (I / an engineer)

Anna: Me, too! It's my first day. _____ ? I need to meet her.
3 (you / know / Kelly)

Grace: _____ . But she's not here.
4 (yes / I)

Anna: Oh. _____ ?
5 (engineers / travel for work / at this company)

Grace: _____
6 (no / they)

Anna: I don't understand. _____ ?
7 (where / Kelly / work)

Grace: _____ . You can call her.
8 (she / work / from home)

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UNIT 2, LESSON 1 QUESTIONS WITH *WHO* AND *WHAT*; ANSWERS

A Sue and Elena are looking at Sue's family photos. Write statements with the words in parentheses. Use contractions with the verb *be*.

Elena: That's my uncle. He's not shy _____ .
1 (he / not be / shy)

Sue: They're my sisters. _____ .
2 (they / be / funny)

Elena: Is that your father? _____ .
3 (he / look / serious)

Sue: Yes, that's Dad, and that's my brother. _____ .
4 (he / be / smart)

Elena: Who are these little boys?

Sue: They're my nephews. _____ !
5 (they / be / noisy)

Elena: This is a good photo. Are they your uncles? _____ .
6 (they / look / nice)

Sue: Yes, they're my father's brothers.

Elena: Is that your sister? She seems shy _____
7 (she / seem / shy)

Sue: No, that's my cousin. _____ ! She's really outgoing.
8 (she / not be / shy)

Elena: Are they your grandparents?

_____ .
9 (they / not look / happy)

Sue: I think they just weren't ready for the photo!

B Complete the conversations. Write one word on the line.

1. Ann: Who's that _____ ?
   Bella: That's my brother. He's _____ funny.
2. Ann: _____ that?
   Bella: _____ my sister-in-law.
3. Carla: Who _____ they?
   Dave: They're _____ my grandparents.
   Carla: What are they _____ ?
   Dave: They're _____ nice.
4. Alice: Your aunt looks happy. _____ she like?
   Brian: She's _____ funny and outgoing.

C ▶02-03 Listen to the sentences. Write the words you hear.

1. Who's _____ that?
2. _____ my mother.
3. She _____ nice.
4. _____ they?
5. My nephews. _____ really funny.
6. _____ my aunt.
7. _____ she like?
8. She _____ serious.

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BE VS. *HAVE* FOR DESCRIPTION

A ▶02-10 Listen to the sentences. Which verb do you hear? Check *be* or *have*.

	1	2	3	4	5	6	7
Be							
Have	✓						

B Complete the conversations. Use *he*, *she*, or *it* + the correct form of *be* or *have*. Use a contraction when possible.

Example My mother's not short. She's _____ (1) tall.

Donna: What does your sister look like?

Peter: _____ (2) short. _____ (3) brown hair, and _____ (4) thin.

Donna: What about her eyes?

Peter: _____ (5) brown eyes.

Donna: What does your brother look like?

Peter: _____ (6) average height and _____ (7) average weight. _____ (8) short, black hair.

Donna: Is his hair curly, like yours?

Peter: No, his hair isn't like mine. _____ (9) straight.

C Look at the photos on John's and Sarah's IDs. Complete the paragraphs.

John is _____ (1) tall—six foot three. _____ (2) thin or heavy. _____ (3) average weight. His hair is _____ (4) brown, short, and curly. He _____ (5) brown eyes.

Sara _____ (6) just five foot one. _____ (7) short. _____ (8) also thin. She _____ (9) long, blonde hair. Her eyes _____ (10) blue.

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UNIT 2, LESSON 3 *CAN* FOR ABILITY

A ▶02-14 Listen to the sentences about Amy. Check the things she can do.

- [x] 1. sing
- [ ] 2. speak Spanish
- [ ] 3. play the guitar
- [ ] 4. play the violin
- [ ] 5. swim
- [ ] 6. dance
- [ ] 7. draw

B Complete the conversations. Use *can*, *can't*, and words in the box. You can use the verbs more than once.

play	ride	speak

1. Jack: Can you speak Chinese?
   Hannah: No, I can't _____, but I _____ _____ Japanese.
2. Hannah: Who's that in the photo—the girl on the horse?
   Jack: That's my sister, Jane. She _____ _____ a horse very well.
   Hannah: Can you?
   Jack: No, I _____, but I _____ _____ a bicycle!
3. Jack: _____ you _____ the violin?
   Hannah: Yes, I _____. I _____ _____ the piano, too.

C Complete the conversations. Use *can* or *can't* and the words in parentheses. Use a pronoun when necessary.

1. Alice: Can you draw ? (draw)
   Brian: No, I can't _____.
2. Alice: _____ (play) the guitar?
   Brian: No, I _____, but I can sing (sing).
3. Olive: _____ (Daniel / speak) Chinese?
   Alex: Yes, _____, but he _____ (write) it.
4. Diana: _____ (your parents / dance)?
   Michael: Yes, they _____. They love to salsa.
   Diana: Oh, nice!

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UNIT 3, LESSON 1 THE PRESENT CONTINUOUS FOR EVENTS HAPPENING NOW: REVIEW

A ▶03-02 Listen to people talking on the phone. Complete each sentence. Write the words you hear.

1. Sorry, I can't talk now—I'm working _____ .
2. The boys aren't here—_____ their room.
3. Mom, can I call you back? I'm sorry, but _____ lunch.
4. Can you call me later? _____ .
5. Sorry I can't talk now—_____ .
6. Janet isn't here—_____ late.
7. Can I call you back? Sorry, but _____ dinner.
8. My parents aren't home right now—_____ the dog.
9. What am I doing right now? _____ .

B Complete the phone conversations. Add a subject pronoun when needed and use the correct form of the verb. Use contractions.

1. **Nancy:** Hi, Maria. How are you?
   Maria: Hi, Nancy. Sorry, but I can't talk. I'm cooking (cook) dinner.
2. **Mark:** Hi, Sue. Are you busy? Can we talk about our presentation?
   Sally: No, Dave is here right now, and _____ (write) our report together. Can I call you later?
   Mark: Well, _____ (not / work) late tonight. Let's talk tomorrow.
3. **Paul:** Hi, Lisa. What are you doing?
   Lisa: _____ (feed) my cat, but she _____ (not / eat) .
   Paul: Maybe she isn't hungry.
   Lisa: But she's always hungry! Oh, now _____ (start) to eat.

C Complete the phone conversations. Add a subject. Use the verbs in the box when needed. Use contractions when possible.

do	clean	come	go	have	vacuum	wait	wash	~~work~~

1. **Kate:** Hi, honey. Are you working late?
   John: No, I'm on the bus. _____ home. _____ dinner now?
   Kate: No, _____ for you. We can eat together.
   John: Great! See you soon.
2. **Mike:** It's so noisy! What _____ ?
   Peter: The laundry. Can I call you back?
   Mike: Sure. I'm on the train.
   Peter: Where _____?
   Mike: Into the city.
3. **Ann:** Hi, Nancy. Is this a good time to talk?
   Nancy: Sorry, but can I call you back later? Sara and I _____ our apartment.
   Ann: What's that noise?
   Nancy: Sara _____ the rug in the living room. I'm in the kitchen. _____ the dishes.

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UNIT 3, LESSON 3 VERBS + INFINITIVES AND GERUNDS

A ▶03-18 Listen to Dan talk about what his family does on weekends. Complete the sentences with the words you hear.

1. My brother and I enjoy going _____ to concerts on weekends.
2. We both _____ to jazz.
3. My sisters go to clubs because they _____ .
4. All of us _____ time with the family, too.
5. Everybody in our family _____ movies.
6. But we all _____ a lot of money at movie theaters.
7. We _____ movies at home instead.

B Complete each sentence. Use the correct form of the verb. In some cases, both the gerund and the infinitive are correct.

1. **Tom:** Do you want to go _____ (go) to a movie?
   Donna: Sure! I love movies. Or what about a concert? Do you like to listen / listening _____ (listen) to music?
   Tom: I like *some* kinds of music. I don't enjoy _____ (go) to jazz clubs, though.
2. **Harry:** Do you like _____ (work out) ?
   Max: Yes. I love _____ (go) to the gym first thing every morning. What about you?
   Harry: I hate _____ (go) to the gym. I like _____ (exercise) outdoors. In fact, I'm planning _____ (go) on a hike today. Do you want _____ (come) ?
   Max: No, thanks! I plan _____ (spend) the day watching soccer.
   Harry: Too bad. Well, I hope _____ (find) somebody to come with me!

C Janet completed an online questionnaire and checked the activities she likes. Complete each sentence about her. Use the correct forms of the verbs. In some cases, both the gerund and the infinitive are correct.

1. Janet doesn't enjoy doing _____ (enjoy) yoga.
2. She _____ (like) online.
3. She _____ (love) to music.
4. She _____ (enjoy) to concerts.
5. She _____ (hate) hiking.
6. She _____ (enjoy) .
7. She _____ (love) with friends.
8. She _____ (dislike) .
9. She _____ (avoid) .

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UNIT 4, LESSON 1 QUESTIONS WITH *WHOSE*; POSSESSIVE NOUNS AND PRONOUNS

A ▶04-02 Listen to the conversations. Write the words you hear.

1. A: Whose phone is this?
   B: That's mine .
2. A: Whose wallet is this?
   B: Maybe it's Pat's. Look inside. Is it _____ ?
3. A: Is that my cup?
   B: No, this is mine. That one is _____ .
4. A: Do you have our new ID badges? I need _____ and Chris's.
   B: Here you go—here's yours, and here's _____ .
5. A: Whose car is that?
   B: I don't know. Maybe it's Tom and Helen's.
   A: No, it's not _____ . Their car is red, like _____ .

B Complete the sentences with possessive pronouns. Rewrite the sentences in parentheses.

Jim: That desk is mine .
1 (That's my desk.)

Amy: So all the photos–are they _____ ?
2 (Are they your photos?)

Jim: Yes, they're all _____ .
3 (They're all my photos.)

Amy: Oh, wow! This photo is great. You and your wife have six children?

Jim: No, no! They aren't *all* _____ ! Three of the girls are ours, and one is my brother's.
4 (They aren't all our children.)

Amy: Which one is your brother's?

Jim: The smallest girl is _____ . The other kids are my sister's.
5 (The smallest girl is my brother's.)
The two tall boys are _____ .
6 (The two tall boys are her children.)

Amy: They're cute, too. What about the dog? Is it _____ ? Or is it _____ ?
7 (Is it their dog?) **8 (Is it your dog?)**

Jim: The dog is _____
9 (It's their dog.)

C Complete the conversations. Write one word on the line.

1. Ann: Whose office is that?
   Bella: It's the manager's.
2. Tom: Are these your keys?
   Sue: No, those aren't _____ .
3. Andy: _____ bag is that?
   Barbara: I'm not sure, but Anna has a bag like that. Maybe it's _____ .
4. Jack: Are these your sunglasses?
   Mary: Yes, those are mine. Thanks!
5. Andy: Do you and Bill live near Sam and Diana?
   Barbara: Yes, we do! Our house is right next to _____ .
   Andy: So are your kids friends with _____ kids?
   Barbara: Yes, they are.

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UNIT 4, LESSON 3 COMPARATIVE ADJECTIVES: REGULAR AND IRREGULAR

A ▶04-16 Listen to the conversation. Write the words you hear.

Mike: This laptop is cheaper (1) than that one.

Jan: Yes, it is, but that one is _____ (2). It's _____ (3). That's important.

Mike: That's true. The screen is _____ (4), too. But it's a lot _____ (5) expensive _____ (6) this one.

Jan: Let's look at some other laptops. Maybe we can find a good one that's _____ (7) expensive.

B Complete each comparison. Use the correct comparative form of the adjective in parentheses.

1. **David:** That's a nice bike. My bike is older than (old / than) yours.
   Sue: That's true, but your car is _____ (new / than) mine.
   David: Yes, it is, and I'm really happy with it. It's a lot _____ (good / than) my old car.
   Sue: It looks _____ (nice), too. Your old car looked *really* old!
   David: What about your car? It's _____ (bad)!
2. **Nina:** Are you buying this jacket or that one?
   Elsa: This one. It's _____ (cheap). That one is a lot _____ (expensive / than) this one—almost $100 more!
   Nina: But I love that one! It's much _____ (pretty)!
   Elsa: I agree. It's a beautiful jacket. But it's not for me. I'm happy with the _____ (expensive) one.

C Complete each comparison with the words in parentheses. Add *than* when necessary.

1. I like my tablet, but my laptop is better (be / good) for work.
2. Laptops _____ (be / fast / tablets).
3. Laptop screens _____ (be / big) tablet screens.
4. Laptops are more expensive than tablets (be / expensive / tablets).
5. My old tablet wasn't bad, but my new one _____ (be / easy) to use.
6. My new tablet _____ (be / light / my old one).
7. The first tablets were _____ (heavy) the tablets we use today.
8. I'm happy with my new phone. It is / 's thinner than my last phon (be / thin / my last phone).
9. There's just one thing I don't like about my new phone—my last phone was cheaper. It was less expensive than my new phone (expensive / my new phone).

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UNIT 5, LESSON 1 PRESENT CONTINUOUS FOR THE FUTURE

A ▶05-02 Listen to the conversations. Are the speakers talking about the present or the future?

Conversation	1	2	3	4	5	6	7	8	9
Present									
Future	✓								

B Write sentences. Use the words in parentheses. Use the present continuous for the future. Use contractions when possible.

1. Harry is going on vacation on Saturday.
(Harry / go / on vacation / on Saturday)
2. _____
(he / get ready / for his trip / tonight).
3. _____
(he and two friends / fly / to San Juan / on Saturday afternoon)
4. _____
(they / not / stay / in San Juan)
5. _____
(they / rent / an apartment / at the beach / for a week)
6. _____
(Harry's brother Tom / join / them / on Monday)
7. _____
(Harry and Tom / go hiking / in the rainforest / on Tuesday)
8. _____
(everyone / return / home / next weekend)
9. _____
(I / pick / them up / at the airport / at 3:00 / on Sunday)

C Look at Lisa's daily planner. Complete the paragraph. Use the present continuous for the future. Use contractions when possible.

Today is Sunday. Lisa is thinking about her plans for the week. Tomorrow after work, she 's feeding (1) Ann's cat. Then she _____ (2) for her Spanish class. The day after tomorrow, she and her mother _____ (3) dinner at 7:00. Lisa is busy on Wednesday evening, too. She _____ (4) to her Spanish class at 5:30. At noon on Thursday, she _____ (5) yoga. Then on Thursday, she and Sue _____ (6) after work. Lisa _____ (7) a movie with Ed on Friday evening. Then on Saturday morning, she _____ (8) the house. In the afternoon, she and some friends _____ (9).

10:01

Sunday:

Monday:
feed Ann's cat after work
study for Spanish class

Tuesday:
have dinner with Mom 7:00

Wednesday:
go to Spanish class 5:30

Thursday:
do yoga 12:00
hang out with Sue after work

Friday:
see a movie with Ed

Saturday:
clean the house (A.M.)
go hiking (P.M.)

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UNIT 5, LESSON 2 OBJECT PRONOUNS

A ▶05-08 Listen to the conversations. Complete them with the pronouns you hear.

1. **Fred:** Where's Diana? She 's coming with _____ , right?
   Janet: Yes, _____'re waiting for _____ .
2. **Fred:** What about Pat? Are _____ picking _____ up?
   Janet: No, Paul is.
3. **Diana:** Hello, Janet? It's me . Sorry, but can _____ have five more minutes?
   Janet: Sure. _____can wait for _____ .

B Complete the conversation with the correct subject and object pronouns.

Tim: Are you and Karl taking a surfing lesson at 10:00?

Katie: Yes, we (1 (Karl and I)) are.

Tim: So am I.

Katie: Great! Do you want to walk over there with _____ (2 (Karl and me))?

Tim: Sure. Do you know Laura? _____ (3 (Laura)) 's the head surfing instructor.

Katie: No, I don't know _____ (4 (Laura)), but Karl knows Mike and Diana. _____ (5 (Mike and Diana)) are instructors, too. Karl knows _____ (6 (Mike and Diana)) from school.

Tim: I don't know _____ (7 (Diana)), but I think I remember _____ (8 (Mike)) .

Katie: Well, it's almost 10 o'clock. Let's go.

Tim: But Karl's not here.

Katie: It's okay. _____ (9 (Karl))'s coming in a minute.

C Look at the board. See which surfing teachers and students are together. Complete the conversations. Write subject or object pronouns.

Surfing Lessons Today 10:00
One-on-one and Group Lessons

Instructors	Students
Mike	*David*
Diana	*Katie, Karl*
Julia	*Tim, Ed, Ann, Linda*

1. **Diana:** Hi, I'm Diana. Are you Katie?
   Katie: Yes, and Karl's coming. Can we wait for _____?
   Diana: Sure, no problem.
2. **Mike:** Are you David?
   David: Yes!
   Mike: Okay, then, you're with _____ . I'm Mike.
3. **Diana:** Mike, do you have your student?
   Mike: Yes, _____ 's right here. This is David. David, this is Diana. _____ 's an instructor, too.
   David: Nice to meet _____ , Diana.
4. **Tim:** Where's our instructor? Is _____here?
   Mike: Not yet. It's a little before 10:00. Please wait for _____ here.
   Ed: OK.

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UNIT 5, LESSON 3 *WILL* FOR FUTURE INTENTION

A ▶05-16 Listen to the phone conversations. Are the speakers talking about the present or the future? Check the correct box.

	1	2	3	4	5	6	7	8	9
Present		✓				✓	✓		✓
Future	✓		✓	✓	✓			✓	

B Write sentences. Use *will* and the words in parentheses. Use contractions when possible.

1. I'll meet you after class.
   (I / meet / you / after class)
2. _____ ?
   (what time / you / be / free)
3. _____ ?
   (you / come / to the café)
4. _____ .
   (Peter and Sue / meet / us / there)
5. _____ .
   (they / not / be / late)
6. _____ .
   (we / not / have / much time)
7. _____ ?
   (how / you / get to the café)
8. _____ .
   (I / ride / my bike)
9. _____ .
   (I / see / you / later)

C Read each conversation. Complete the response. Use *will* and words in the box. Use contractions when possible.

eat get home give not / be pick you up take out teach wait wash

1. **Mike:** I don't have a ride to the party.
   Jack: I can give you a ride. I 'll pick you up .
2. **Ann:** I'm sorry, but I'm stuck in traffic.
   Lou: Don't worry. That _____ a problem. We _____ for you.
   Ann: No, don't wait! Go ahead and eat.
3. **Helen:** I want to go surfing, but I don't know how. _____ you _____ me?
   John: Sure! I _____ you a lesson next weekend.
4. **Paula:** I'm sorry, but I missed the bus, so I'm running late.
   Jeff: What time _____ you _____ ?
   Paula: After 7:00, I'm afraid.
   Jeff: Too bad! Well, the kids are hungry now, so we _____ without you.
   Paula: That's fine.
5. **Maria:** Oh, so many dirty dishes!
   Diana: I _____ them.
   Maria: You will? Thanks! And I _____ the trash.

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UNIT 6, LESSON 1 ADVERBS OF FREQUENCY

A ▶06-02 Listen to John's morning routine. Complete the sentences with the words you hear.

1. John usually gets up _____ early.
2. He _____ before 6:00.
3. He _____ running in the morning.
4. He _____ a shower after a run.
5. He _____ coffee at home.
6. He _____ breakfast at home.
7. He _____ breakfast at a café.
8. He _____ late for work.
9. He _____ at work before 9:00.

B Complete the sentences about Nancy's morning routine. Use the words in parentheses. Use the correct simple present form of the verb.

1. I never have _____ much time in the morning. (have, never)
2. I _____ a quick shower and wash my hair. (take, always)
3. I _____ fast. (get dressed, usually)
4. My breakfast _____ some fruit and toast. (be, often)
5. I _____ coffee or tea. (drink, rarely)
6. After breakfast, I _____ my teeth. (brush, always)
7. I _____ my apartment at 7:30 A.M. (leave, usually)
8. My hair _____ still wet from the shower. (be, sometimes)
9. I _____ late for the bus. (be, almost never)

C Ann is filling out a form at her doctor's office. Look at her answers to questions about her everyday habits. Complete the sentences.

How often do you do these things?	Always	Usually	Sometimes	Rarely	Never
1. sleep for 8 hours				✓	
2. drink plenty of water	✓				
3. eat a good breakfast		✓			
4. drink coffee					✓
5. be happy at work		✓			
6. exercise			✓		
7. make dinner at home		✓			
8. stay up late			✓		
9. be sick				✓	

1. Ann rarely sleeps for 8 hours _____.
2. She _____.
3. She _____.
4. She _____.
5. She _____.
6. She _____.
7. She _____.
8. She _____.
9. She _____.

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UNIT 6, LESSON 3 *SHOULD* FOR ADVICE AND SUGGESTIONS

A ▶06-17 Listen to Amy talking with her mother and her boss. What advice do they give her? Check the things Amy should do.

Conversation 1

- [✓] 1. take a cough drop
- [ ] 2. go to the doctor
- [ ] 3. stay home
- [ ] 4. drink tea with honey

Conversation 2

- [ ] 1. get some rest
- [ ] 2. go to work in the afternoon
- [ ] 3. work at home
- [ ] 4. take some medicine
- [ ] 5. watch a movie

B Complete the conversations. Use *should* or *shouldn't*. Use the verb in parentheses. Add a subject pronoun when necessary.

1. **Eliza:** I have a headache. Should I take _____ (take) something for it?
   Jen: Yes, you should _____. Wait—I have some aspirin in my purse. Here you are.
   Eliza: Thanks. How many _____ (take)?
   Jen: Two.
2. **Diane:** You look sick, Steve! Why are you here? You _____ (be) at work. You _____ (go) home.
   Steve: No, _____ (stay) and finish my work.
3. **Karl:** David called. He missed the bus, and he's running late.
   Tim: We _____ (start) the meeting without him.
   Karl: Lynn, what do you think? What _____ (do)?
   Lynn: I agree with Tim. We _____ (wait). Let's get started.

C Jack sprained his ankle. Read the instructions from his doctor. Then complete the sentences. Use *should* or *shouldn't* + the verb in parentheses.

1. Jack should keep (keep) his ankle up high.
2. His ankle _____ (be) higher than his chest.
3. He _____ (put) ice on his ankle.
4. He _____ (keep) the ice on his ankle all the time.
5. He _____ (watch) a video on the medical center website.
6. The bandage _____ (stay) on his ankle for more than 36 hours.
7. He _____ (walk) on his sprained ankle.
8. He _____ (call) his doctor if he has questions.

Treating a Sprained Ankle

- Sit or lie down with your ankle up high. Keep it higher than your chest.
- Put ice on your ankle. Keep the ice on for 20 minutes ONLY. Do this every hour of the day.
- Put an elastic bandage around your ankle. Watch the video *How to Wrap Your Sprained Ankle* on the Spring Medical Center website. Keep the bandage on your ankle for 24–36 hours ONLY.
- Don't walk on your sprained ankle.
- Call this office if you have questions.

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UNIT 7, LESSON 2 *THERE IS / THERE ARE*: REVIEW

A Complete the sentences. Use *there* + *be*. Use a contraction when possible.

Mark: You should visit Newport, Rhode Island. There are (1) lots of interesting things to do. You can hear great music and go to the beach, and _____ (2) some beautiful big houses to see, and …

Paolo: Yes, I know! I want to go! _____ (3) an airport in Newport?

Mark: _____ (4) an airport in Providence. It's about 25 miles away. _____ (5) trains to Providence, too. It's about three hours by train from New York.

Paolo: What about getting from Providence to Newport? _____ (6) buses?

Mark: Yes, _____ (7), or you can rent a car. _____ (8) car rental companies at the airport and near the train station. _____ (9) information about them online.

B Look at the map of Tina's neighborhood. Complete her description. Use *there's a/an* or *there are* + a number and the noun in parentheses. Make the noun plural when necessary.

I live in a great neighborhood in Boston. It has everything I need.

There are two grocery stores (1 (grocery store)) near my apartment building. In one grocery store, _____ (2 (ATM)). _____ (3 (café)). That's great for coffee lovers like me! Near my building, _____ (4 (flower shop)), and _____ (5 (drugstore)). Across the street from the flower shop, _____ (6 (art gallery)). We have good public transportation, too. _____ (7 (bus stop)), and _____ (8 (subway station)). Next to that, _____ (9 (newsstand)).

C ▶07-11 Listen to people talking about their hometowns in Italy. What options are there for public transportation? Check the correct answers.

	Subway	Buses	Rental bicycles
Conversation 1: Milan	✓		
Conversation 2: Antella			
Conversation 3: Florence			

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UNIT 7, LESSON 3 PREPOSITIONS OF MOVEMENT

A ▶07-15 Tony is getting directions from a hotel concierge. Listen. Write the preposition you hear.

1. Walk through the lobby.
2. Go _____ the exit for 87th Street.
3. Go _____ the doors and turn right.
4. Walk _____ the shops to the corner.
5. Go _____ the corner and wait at the bus stop.
6. Get _____ the number 44 bus.
7. Get _____ the bus at West 104th Street.
8. Go _____ the street.
9. Walk _____ the restaurants. The art gallery will be on your right.

B Complete the conversations, using the correct prepositions in the boxes.

across off on to

Olivia: Where do I get a downtown bus?

Robert: Walk to (1) the next intersection. Then go _____ (2) the street and look for the bus stop. You can get _____ (3) any bus, and it will take you downtown.

Olivia: Great. I'm going to the art museum. Where should I get _____ (4) the bus?

Robert: At West 10th Street.

around off past through

Sue: How do I get to the restaurant?

Jean: Take a bus down Summer Avenue. You'll go _____ (5) the Museum of Art. Get _____ (6) the bus at East 22nd Street. Enter the park, and walk _____ (7) the park to the other side. You'll need to go _____ (8) the end of the lake. Then you'll see the restaurant.

C Look at the map. Where do Kate and John need to go? Complete the directions, using the prepositions in the boxes.

around off past to

Kate needs to get off (1) the bus near the corner of High Street and Adams Street. She needs to go _____ (2) the corner and walk down Adams Street, _____ (3) the bank. She's going _____ (4) the art museum.

across on through to

John is standing in front of his hotel. He needs to walk _____ (5) the corner and then go _____ (6) Adams Street. He needs walk _____ (7) the park to get to Park Street. At the bus stop on Park, he can get on (8) the bus to go downtown.

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UNIT 8, LESSON 1 SIMPLE PAST WITH *BE*: REVIEW

A ▶08-03 Listen to the conversations. Are the speakers talking about the present or the past?

Conversation	1	2	3	4	5	6	7	8	9
Present									
Past	✓								

B Complete the conversations. Write *was* or *were*. Use contractions with *not*.

1. **Ann:** Who was _____ that on the phone?
   Bella: That was _____ my brother.
2. **Paul:** _____ you on vacation last week? You _____ (not) at work.
   Ben: No, I _____ (not) on vacation, I'm afraid. I _____ sick at home all week.
   Paul: That's too bad!
3. **Sara:** Where _____ you this morning? You _____ (not) here for the meeting at 9:00.
   Marie: There _____ a problem with the subway. For 30 minutes, there _____ (not) any trains! So I _____ late.

C Complete the conversations. Use *was* or *were* and the words in parentheses. Use contractions with *not*.

1. **Elena:** How was your visit to London ?
   (how / your visit to London)
   Sue: _____ !
   (it / horrible)
   Elena: I'm sorry to hear that.
   _____ ?
   (why / it / so bad)
   Sue: _____ .
   (everything / really stressful)

2. **Bill:** _____ ?
   (you / on vacation / last week)
   Ed: Yes, _____ ! And _____ ! We had perfect weather!
   (we) (it / wonderful)
   Bill: Lucky you.
   _____ .
   (the weather here / not / very nice)
   Ed: _____ ?
   (it / hot)
   Bill: Yes! Hot, hazy, and humid.

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UNIT 8, LESSON 2 SIMPLE PAST, REGULAR VERBS: REVIEW

A ▶08-10 Listen to the statement. Is the speaker talking about the present or the past?

	1	2	3	4	5	6	7	8	9
Present									
Past	✓								

B Complete Peter's email. Write the simple past of the verb in parentheses.

Hi Julie,

Hello from New Orleans! Today was the second day of my visit. Last night, I listened (1 (listen)) to some jazz at a club on Basin Street. This morning, I _____ (2 (visit)) the famous Café du Monde and _____ (3 (enjoy)) a great breakfast. Then I _____ (4 (walk)) around the French Quarter. I _____ (5 (not / plan)) to buy anything, but there was a T-shirt I really _____ (6 (like)), and it was only $10. I _____ (7 (try)) to visit a museum, but it was closed. I also _____ (8 (want)) to take a boat ride on the Mississippi River, but there wasn't time today. Maybe tomorrow.

Love, Peter

C Complete the conversation. Write the simple past of a verb in the box. Use contractions with *not*.

enjoy	need	not / look at	not / want	
not / work	relax	stay up late	talk	walk

George: How was your vacation?

Pat: Wonderful!

George: Well, I'm glad it was a good one.

Pat: Me, too. I was tired, and I really needed (1) a good vacation! So I just completely _____ (2). I _____ (3) at all—not even for a minute.

George: Are you saying you _____ (4) any email from work?

Pat: No, I didn't! I _____ (5) for miles on the beach, I _____ (6) to interesting people, I _____ (7) great meals in lots of different restaurants, and I _____ (8) every night. To be honest, I _____ (9) to come back!

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UNIT 8, LESSON 3 SIMPLE PAST, IRREGULAR VERBS: REVIEW

A ▶08-18 Complete the conversation. Write the word or words you hear.

Peter: How was your vacation?

Sara: It was great. We _got_ (1) a nice room at a hotel right on the beach. We _____ (2) every day, both at the beach and at the hotel. And every morning, we _____ (3) in a different café.

Peter: Nice!

Sara: And Michael _____ (4) a show—he loved that! But I _____ (5) with him.

Peter: You didn't?

Sara: No, I _____ (6) at the hotel spa instead. That was *wonderful*. We also _____ (7).

Peter: Of course…

Sara: But we _____ (8) anything for ourselves! We _____ (9) postcards and souvenirs for friends and family.

B Look at Allen's list. It has all the things he wanted to do on vacation. Complete the statements about the activities he did and did not do.

1. Allen _swam_ in the ocean.
2. He _____ _____ on the beach.
3. He _____ a tour.
4. He _____ a new bathing suit.
5. He _____ a massage.
6. He _____ a movie.
7. He _____ souvenirs.
8. He _____ dancing.
9. He _____ a lot of fresh fish.

✓ *Swim in the ocean*
✓ *Hang out on the beach with Sara*
✓ *Take a tour*
Buy a new bathing suit
Get a massage
See a movie
✓ *Buy souvenirs*
Go dancing
✓ *Eat a lot of fresh fish*

C Rewrite the sentences using the simple past and the past time expression in parentheses.

1. I usually take a vacation in the summer. _I took a vacation last summer._ **(last summer)**
2. I see a movie with my friends every weekend. _____ **(last Saturday)**
3. I usually sleep 7 hours at night. _____ **(last night)**
4. I often go to Miami on business. _____ **(last month)**
5. I often make presentations for work. _____ **(last week)**
6. I have a doctor's appointment today. _____ **(yesterday)**
7. I usually sit by the window on the plane. _____ **(last Friday)**
8. I sometimes spend a lot of money on clothes. _____ **(yesterday afternoon)**
9. I write a lot of emails. _____ **(last weekend)**

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UNIT 9, LESSON 1 QUESTIONS WITH *HOW MUCH* AND *HOW MANY*

A ▶09-02 Listen to the questions. Check the words you hear: *how much* + non-count noun or *how many* + plural noun.

	1	2	3	4	5	6	7	8	9
How much + non-count noun									
How many + plural noun	✓								

B Complete the conversations. Write *how, how much,* or *how many.*

1. **Jack:** Can you pick up milk?
   Hannah: Sure. How much milk should I get? And what kind?
2. **Alice:** I invited some people for pizza. Will you pick it up?
   Brian: Okay. Who's coming? _____ people will there be?
   Alice: Five. Mark, his two sisters, and us.
   Brian: So, _____ pizzas will we need?
   Brian: They're pretty big–about 14 inches.
   Alice: Then three pizzas, I think.
3. **Mary:** Can you get the pies and put them in the car?
   Don: _____ pies did you make?
   Mary: Two–cherry and blueberry. _____ ice cream should we buy?
   Don: A lot!

C Nancy is at the supermarket. Look at the shopping list her sister wrote. Nancy is calling her sister to ask some questions. Complete her questions. Use *how much* or *how many* and the words in parentheses.

1. How many apples should I buy?
   (I / should / buy)
2. _____
   (you / want)
3. _____
   (we / need)
4. _____
   (we / have)
5. _____
   (I / should / get)
6. _____
   (we / need)
7. _____
   (you / want)
8. _____
   (I / should / buy)
9. _____
   (you / want)

1. *apples*
2. *cucumbers*
3. *salt*
4. *sugar*
5. *rice*
6. *peppers*
7. *mushrooms*
8. *coffee*
9. *juice*

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UNIT 9, LESSON 2 *SOME / ANY* WITH COUNT AND NON-COUNT NOUNS: REVIEW

A ▶09-11 Listen and write the quantifier the speaker uses. Write *some*, *any*, or *X* (no quantifier).

1. X cake
2. _____ cookies
3. _____ cherries
4. _____ sugar
5. _____ fruit salad
6. _____ flour
7. _____ grapes
8. _____ peppers
9. _____ beans

B Complete the conversations. Write *some* or *any* when possible. Put an *X* when no quantifier should be used.

1. **Ann:** Do you want some tea?
   Bella: Yes, please. Is there _____ milk?
   Ann: Sorry, but there isn't _____. What about sugar?
   Bella: No thanks, I don't need _____ sugar.
2. **Joe:** When you boil _____ potatoes, do you put _____ salt in the water?
   William: Yes. I do that when I boil _____ pasta, too.
3. **Mary:** Do you put _____ butter on the cookie sheet before you bake _____ cookies?
   William: Sometimes.

You sometimes need to butter the cookie sheet before making cookies.

C Rewrite the sentences with *some* or *any* when possible, or write an *X* if the sentence cannot be rewritten.

1. I don't like to chop vegetables. X
2. There's no sugar in the coffee. There isn't any sugar in the coffee.
3. Do you want milk in your tea? _____
4. Please buy bread. _____
5. I'm not making pancakes. _____
6. I love strawberries. _____
7. Do you want black bean soup? _____
8. Mushrooms taste good on pizza. _____
9. There's no rice. _____
10. There are no grapes. _____

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UNIT 9, LESSON 3 *WOULD LIKE* FOR PREFERENCES AND POLITE REQUESTS

A ▶09-17 Listen to the statements. Are the speakers using *would like* or *like*? Check your answers.

	1	2	3	4	5	6	7	8	9
would like	✓								
like									

B Complete the conversations in a restaurant. Use *would like; Yes, please;* or *No, thank you*. Use a subject pronoun when needed. Use contractions when possible.

Nancy: I'd like (1) the meatloaf, please.

Server: _____ (2) French fries or mashed potatoes with that?

Nancy _____ (3) the mashed potatoes.

Server: That comes with a mixed green salad. _____ (4) a salad?

Nancy: _____ (5). And I'll have the house dressing on the salad, please.

Server: And _____ (6) something to drink?

Nancy: _____ (7). I have water, and that's all I need.

Tom: The kids _____ (8) bean tacos.

Server: Okay, and what about you?

Tom: _____ (9) a beef burrito, please.

Server: What _____ (10) to drink?

Tom: Water for me, and milk for the kids, please.

C Rewrite the sentences. Use *would like* in place of *want*. Use contractions when possible.

1. What do you want for dinner? What would you like for dinner?
2. Do you want Mexican food tonight? _____
3. I want a burrito. _____
4. Does anyone want tacos? _____
5. Kate and Jen want tacos. _____
6. We want some take-out, please. _____
7. What do you want? _____
8. Do you want something to drink? _____
9. I want some dessert. _____

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UNIT 10, LESSON 1 SIMPLE PAST, *YES / NO* AND *WH-* QUESTIONS

A ▶10-03 Listen to Andrea and Elena's conversation. Complete the questions and answers. Write the words you hear.

1. Andrea: Did you grow up in Peru?
   Elena: _____ .
2. Andrea: _____ ?
   Elena: In Lima. I went to school there, too.
3. Andrea: _____ here?
   Elena: Five years ago.
4. Elena: What about you? _____ ?
   Andrea: In Texas.
5. Elena: _____ in Texas?
   Andrea: Yes, I did.

B Maria is asking her friend Franco about his family. Write her questions. Use the words in parentheses and the simple past.

1. Did you grow up here in Rio? (you / grow up / here in Rio)
2. _____ (where / you and your brothers / go / to school)
3. _____ (they / teach / English at your school)
4. _____ (what sports / you / play / at school)
5. _____ (when / your mother / learn / to play the piano)
6. _____ (what / she / study / in college)
7. _____ (where / she / get / her degree)
8. _____ (your brothers / go / to college / in Brazil)
9. _____ (when / they / move / to Canada)

C Complete the simple past questions and short answers. Use the words in parentheses.

Tom: Did you grow up in Miami?
1 (you / grow up)

Mateo: No, I grew up in California. But I wasn't born there.

Tom: _____ ?
2 (where / you / born)

Mateo: In Colombia. My family is from Cartagena.

Tom: _____ to California?
3 (when / you / move)

Mateo: When I was five.

Tom: So, you grew up in California?

Mateo: That's right. _____ in Miami?
4 (you / born)

Tom: _____ . I was born in New York.
5 (no)

Mateo: _____ in New York and go to school there?
6 (you / grow up)

Tom: _____ .
7 (yes)

Mateo: What about college? _____ your degree?
8 (where / you / get)

Tom: I went to George Washington University in Washington, D.C.

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UNIT 10, LESSON 3 FUTURE PLANS WITH *BE GOING TO*

A ▶10-16 Listen to the conversations. Are the speakers talking about the present or the future? Check the correct box.

	1	2	3	4	5	6	7	8	9
Present									
Future	✓								

B Complete the email. Use *be going to* and the words in parentheses. Use contractions when possible.

Hi Ellen,

How are you and your family? I can't believe both of our girls are almost done with school.

Sherry has some big plans for this year. In May, she's going to graduate (1 (she / graduate)) from college. She (2 (not / start)) working right away. In June, she and her boyfriend, Victor, _____ (3 (get)) married. The wedding _____ (4 (be)) here in Montreal. After the wedding, she and Victor _____ (5 (go)) to Iceland for their honeymoon. But they aren't going to be / they're not going to be (6 (they / not / be)) away for very long. Victor has only ten days off from work, and Sherry _____ (7 (need)) to find a job. They aren't going to have / They're not going to have (8 (they / not / have)) children for a few years. First, _____ (9 (Sherry / go)) back to school to get her master's degree. It's going to be a busy year!

C Complete the conversations. Use *be going to* and the words in parentheses.

1. **Ann:** Victor! I heard you're going to get married (you / get married) this summer—congratulations! _____ (where / the wedding / be) ?
   Victor: In Montreal. That's Sherry's hometown.
2. **Ann:** Did you hear Victor's news?
   Bill: No, but let me guess: _____ (he and Sherry / get married) ?
   Ann: That's right! The wedding _____ (be) in June, in Montreal.
3. **Jack:** _____ (you / be) at Victor's wedding?
   Ann: No, _____ (I / not / go) . _____ (it / be) a small, family wedding. He can't invite all his friends from work. But I want to get them a gift.
   Jack: _____ (you / ask) people here in the office to chip in? I'd like to.

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UNIT 1 LESSON 1 SIMPLE PRESENT: *BE*

Affirmative statements			Negative statements			
Subject	***Be***		**Subject**	***Be***	***Not***	
I	am	a manager.	I	am	not	a chef.
You	are		You	are		
He / She	is		He / She	is		
We / You / They	are	managers.	We / You / They	are		chefs.

Yes / No questions			Short answers			
Be	**Subject**		**Affirmative**		**Negative**	
Am	I	next?	Yes,	you are.	No,	you are not.
Are	you			I am.		I am not.
Is	he she			he is. she is.		he is not. she is not.
Are	We You They			we are. you are. they are.		we are not. you are not. they are not.

Wh- questions			Answers
***Wh-* word**	***Be***		
Who	are	they?	They're market researchers.
What	is	her name?	Jenn.
Where	is	he from?	Brazil.

Wh- questions			Answers
***Wh-* word**	***Be***		
Why	are	they studying law?	They want to be lawyers.
When	is	the meeting?	At noon.
How	are	you?	I'm good.

UNIT 1 LESSON 2 SIMPLE PRESENT

Affirmative statements			Negative statements			
Subject	**Verb**		**Subject**	***do not***	**Base form of the verb**	
I	live	in Santiago.	I	do not	live	in Tokyo.
You	live		You	do not		
He / She	lives		He / She	does not		
We / You / They	live		We / You / They	do not		

Yes / No questions				Short answers			
Do	**Subject**	**Base form of the verb**		**Affirmative**		**Negative**	
Do	I	use	this computer?	Yes,	you do.	No,	you do not.
Do	you				I do.		I do not.
Does	he she				he does. she does.		he does not. she does not.
Do	we you they				we do. you do. they do.		we do not. you do not. they do not.

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UNIT 3 LESSON 1 PRESENT CONTINUOUS FOR EVENTS HAPPENING NOW

Affirmative statements				Negative statements			
Subject	***Be***	**Verb + *ing***		**Subject**	***Be* + not**	**Verb + *ing***	
I	am	eating	breakfast.	I	am not	working	now.
You	are			You	are not		
He / She	is			He / She	is not		
We / You / They	are			We / You / They	are not		

Yes / No questions			Short answers			
Be	**Subject**		**Affirmative**		**Negative**	
Am	I	staying here?	Yes,	you are.	No,	you are not.
Are	you			I am.		I am not.
Is	he she			he is. she is.		he is not. she is not.
Are	we you they			we are. you are. they are.		we are not. you are not. they are not.

Wh- questions				Answers
***Wh-* word**	***Be***	**Subject**	**Verb + *ing***	
Who	am	I	meeting?	The new market researcher.
What	are	you	doing?	I'm finishing the presentation.
Where	is	he	staying?	Downtown.
How	is	she	doing?	Pretty good.
Why	are	they	leaving?	They finished early.

UNIT 8 LESSON 3 IRREGULAR PAST VERBS

Base form	Simple past	Base form	Simple past	Base form	Simple past	Base form	Simple past
be	was / were	feed	fed	leave	left	stand	stood
become	became	feel	felt	lose	lost	stick	stuck
begin	began	fight	fought	make	made	sweep	swept
break	broke	find	found	mean	meant	swell	swelled
bring	brought	fly	flew	meet	met	swim	swam
build	built	get	got	pay	paid	take	took
buy	bought	give	gave	put	put	teach	taught
catch	caught	go	went	read	read	tell	told
choose	chose	grow	grew	ride	rode	think	thought
come	came	hang out	hung out	rise	rose	understand	understood
cost	cost	have	had	run	ran	wake	woke
cut	cut	hear	heard	say	said	wear	wore
do	did	hit	hit	sit	sat	win	won
draw	drew	hurt	hurt	sleep	slept	write	wrote
drink	drank	keep	kept	smell	smelt		
drive	drove	know	knew	speak	spoke		
eat	ate	lead	led	spend	spent		

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Audio Scripts

WELCOME UNIT

Page 2, Ex 1B

A: Where are you from?
B: I'm sorry. Can you speak more slowly?
A: Oh, sorry. Where are you from?
B: I'm from Korea.

A: What's this called in English?
B: It's a pencil sharpener.
A: Thank you.

A: Excuse me. How do you pronounce this?
B: Registration.
A: Registration?
B: Yes. That's right.

A: Can you help me?
B: Sure.
A: What does this word mean?
B: Occupation? It means a job or career.

A: Please turn to page 45.
B: I'm sorry. Can you repeat that?
A: Sure. Please turn to page 45.

A: My name is Chiao.
B: Chiao? How do you spell that?
A: C-H-I-A-O
B: Thanks.

UNIT 1

Page 125, Grammar, Ex. A

Maria: I'm Maria, and this is Akira. We aren't from New York. I'm from Miami, and he's from Tokyo. We're market researchers.
Nina: Hello! It's nice to meet you. We're market researchers, too. This is Lee, and I'm Nina.

Page 7, Ex. 4A

Zoey: How was your trip, Simon?
Simon: It was great, thanks. And thanks for all your help with this meeting!
Zoey: No problem! So, we're ready to start. Where is everyone? Oh, here comes someone! Hello! Welcome! I'm Zoey Bartlett.
Yuki: Nice to meet you, Zoey. I'm Yuki Ogawa.
Zoey: Nice to meet you, Yuki. Let me introduce you to Simon. Yuki, this is Simon Harris. Simon, this is Yuki Ogawa.
Simon: Nice to meet you, Yuki.
Yuki: Nice to meet you, too. So, Simon, where are you from?
Simon: I'm from Toronto. I'm a market researcher in the Toronto office.
Yuki: That's great!
Simon: Yeah, it's a great job. And which office are you from?
Yuki: The Tokyo office. I'm a social media manager there. What about you, Zoey? You're in the marketing department too, right?
Zoey: Yes, I am. But I'm not a market researcher. I'm an intern.
Yuki: Oh! Are you in college?
Zoey: Yes, I am. I'm in my third year. I'm studying marketing.
Simon: Marketing is a great choice. There are a lot of good jobs in marketing.
Zoey: That's true, but after college, I actually want to be a *chef*.
Simon: A chef? But. . .
Zoey: Oh, it's almost ten. Sorry, other people are arriving, and I should help them. Excuse me.

Page 7, Exs. 4B and 4C

Yuki: So, Simon, where are you from?
Simon: I'm from Toronto. I'm a market researcher.
Yuki: Oh, yeah? I'm a social media manager. I'm from Tokyo.
Simon: Oh, that's great!

Page 8, Ex. 1B

1: I'm Anna. My house is close to work. My office is ten minutes away.
2: I'm Jeff. My apartment is far from work. It takes me a long time to get to work. My office is one hour away.
3: I'm Melanie. I have a short commute. My office is five minutes away from my apartment.

Page 126, Grammar, Ex. A

A: I live close to work. I don't have a long commute. I walk to work, and it takes 10 minutes. My boss doesn't live close to work. He has a long commute. He goes to work by train.

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Page 9, Exs. 3A and 3B

Randall Baxter lives in a house in Kingston, New York. But he works in New York City. His house is very far from work. Every morning, he leaves his house at 4 a.m. He drives his car for about an hour to Woodbury. He meets his friend there. Then he rides in his friend's car for another 40 minutes. In Tarrytown, he gets on a train. He takes a train and a subway to his office in downtown New York City.

Elena Ortiz works in Mexico City. She lives in an apartment. Elena doesn't drive, and she doesn't take a train to work. She walks to work, and her commute takes less than one minute. Why? Elena telecommutes. She works in her own home. So she walks from her bedroom to her computer in her home office!

Long commutes are hard, and short commutes are easy. Randall doesn't like his very long commute. That's not a surprise. But here's a surprise: Elena doesn't want to work in her apartment! She wants a short commute to an office. Why? Elena's work is in her home. So, she always thinks about work. When people commute, they can forget about work. They can think about other things. Studies on commutes say this: many people want commutes, but they don't want long commutes. For many people, the perfect commute is 15 minutes.

Page 127, Grammar, Ex. A

1. A: What do you do?
   B: I'm a chef.
2. A: Where do they work?
   B: In Mexico City.
3. A: What does she do at work?
   B: She goes to meetings.
4. A: Does he work in a hotel?
   B: No, a restaurant.

Page 11, Ex. 4A

Zoey: Oh, hi, Simon. How's it going? Do you want some coffee?

Simon: Thanks! I'd love some!

Zoey: So, do you travel a lot for work?

Simon: Yes, I do. It's usually fun! I meet a lot of new people.

Zoey: And do you come to this office often?

Simon: Maybe two times a year. But my wife has family near here, in Brooklyn, and we visit sometimes.

Zoey: Brooklyn? No kidding. I live in Brooklyn. My apartment is close to my second job.

Simon: Second job? Do you have two jobs? And you take classes?

Zoey: Yes. I know. It's a lot. I work here three days a week, and I have another job on Saturday and Sunday nights.

Simon: Oh, really? Where do you work?

Zoey: I work in a French restaurant.

Simon: Wow. That's interesting. What do you do?

Zoey: I'm an assistant chef. I help the chef and I cook a few dishes. And sometimes I order supplies for the restaurant.

Simon: Do you like it?

Zoey: Yes, I do. I want my own restaurant someday.

Simon: Oh, right. You want to be a chef . . . But, I remember, you study marketing?

Zoey: That's right!

Simon: So, why do you study marketing? And why do you work here at TSW?

Zoey: Well, I love cooking. But a lot of people want to be chefs. It's not easy. So, if I can't be a chef, I can be a market researcher.

Simon: Good thinking!

Zoey: Thanks!

Page 11, Exs. 4B and 4C

Simon: What do you do?

Zac: I'm an assistant chef. I help the chef. And sometimes I order supplies.

Simon: Do you like it?

Zac: Yes, I do.

Page 16, Exs. 1A and 1B

Mia: Hello everyone. I'm Mia and this is my sister, Sara. We live together here in Mexico City. This is Sara with my dad. Sara is a nurse in a hospital. She takes the subway to work because the hospital is pretty far from our house. It's about 45 minutes each way, so she has a long commute. But it's OK for her. On the subway, she listens to music or reads. At the hospital, she works hard. She likes her job because she helps people. That's my sister Sara! I love her a lot!

UNIT 2

Page 128, Grammar, Ex. C

1. Who's that?
2. That's my mother.
3. She looks nice.

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4. Who are they?
5. My nephews. They're really funny.
6. That's my aunt.
7. What's she like?
8. She seems serious.

Page 19, Ex. 4A

Yuki: Busy weekend?
Emma: Sorry. . . . Yes, but it was great. I went to my cousin's wedding yesterday.
Yuki: Oh, yeah? How was it?
Emma: It was fun! Do you want to see some pictures?
Yuki: Yes, please! I love pictures!
Emma: So, this is my cousin Laura. She's the bride. And this is her new husband!
Yuki: Aw! They look so happy!
Emma: I know. It was a great day for them.
Yuki: I bet. And who are they?
Emma: They're my grandparents.
Yuki: They look kind.
Emma: They are! Oh, here's a good shot of everyone. That's my brother.
Yuki: Oh, really? What's he like?
Emma: He's really outgoing. He's a lawyer.
Yuki: Oh, wow. And what about that guy? Who's that?
Emma: That's my brother-in-law.
Yuki: He looks serious.
Emma: Really? Well, he isn't serious at all! He's funny! Look at this photo of him!
Yuki: You're right! He is funny!

Page 19, Exs. 4B and 4C

Yuki: Who's that?
Emma: That's my brother-in-law.
Yuki: He looks serious.
Emma: Really? Well, he isn't serious at all! He's funny!

Page 129, Grammar, Ex. A

1. She has curly, brown hair.
2. He has blue eyes.
3. He's short and average weight.
4. She's six years old.
5. How tall is she?
6. My grandparents are in their seventies.
7. The boys have black hair and brown eyes.

Page 21, Exs. 3A and 3B

Gracie: Hey, everybody. This is Gracie Lee.
Amy: And this is Amy Mone.
Gracie: Today, we're going to talk about Star Power, the show that brings new singers to the attention of the world.
Amy: So, we know that Star Power is the best talent show on television.
Gracie: And last night was the first show of the new season, and it was just great. The singers' stories are amazing, and the music is so cool. It's really exciting.
Amy: I completely agree. You never know what kind of singers you'll hear and they perform all different kinds of music.
Gracie: OK. So, Amy, what did you think? Who were your favorite singers?
Amy: My favorite was Marcy.
Gracie: Marcy? Which one is Marcy? What does she look like?
Amy: She's tall. She sang an Adele song.
Gracie: That's right. She has long red hair and green eyes.
Amy: She did a fantastic job! And she's only 16.
Gracie: Oh, my gosh. Marcy! That's right! Marcy was fantastic! Then there was Kate. Kate is short, and she has beautiful, long curly hair.
Amy: And dark brown eyes. She's one of the older contestants. She's 45.
Gracie: She did a Whitney Houston song, right?
Amy: Right. She did a fabulous job. It's such a hard song to sing well.
Gracie: And don't forget the men! Richard was my favorite male performer.
Amy: Richard? The heavy guy with the beard?
Gracie: Yes. He did an old Al Green song. So good!
Amy: Right. I remember. And he has two little girls. So adorable. They both have short blond hair and big blue eyes.
Gracie: Was Richard your favorite guy?
Amy: No. Actually, I loved Edgar. He did a Bruno Mars song.
Gracie: Edgar? Does he have short black hair? And he's about 30?
Amy: Yes. He's really talented. He's a great singer, but he's a great dancer, too. He can definitely win the whole contest.
Gracie: Well, we need to take a commercial break now. When we come back, we'll take some calls. . . .

Page 130, Grammar, Ex. A

1. Amy can sing.
2. She can't speak Spanish.

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3. She can play the guitar.
4. She can't play the violin.
5. She can swim.
6. She can dance.
7. She can't draw.

Page 23, Ex. 4A

Yuki: Hi, Carlos.
Carlos: Oh, hi, Yuki.
Yuki: What are you listening to?
Carlos: This? It's my brother, Rodrigo. He's a musician. Do you want to listen?
Yuki: Thanks . . . That's great! Your brother is really good! I love this.
Carlos: Me, too. Rodrigo can really play the guitar. How about you? Can you play an instrument?
Yuki: Well, I can't play the guitar, but I can play the violin.
Carlos: Are you any good?
Yuki: Yeah, I'm pretty good. What about you? Can you play anything?
Carlos: No, I can't, but I can sing!
Yuki: Really? Can you sing something for me now?
Carlos: Sure! You mean the world to me . . . You're everything I need . . . I love you.

Page 23, Exs. 4B and 4C

Carlos: Can you play the guitar?
Yuki: No, I can't. But I can play the violin.
Carlos: Are you any good?
Yuki: Yeah, I'm pretty good. What about you? Can you play the guitar?
Carlos: No, I can't, but I can sing!

Page 28, Exs. 1A and 1B

Alex: Hi everyone. My name is Alex and these are photos of my family. This is my father Franco. He's tall and he has brown eyes and curly black hair. He's a really funny guy. He rides a motorcycle and he loves riding in his free time.

This is my mother, Linda. She's kind and pretty. She has brown eyes and black hair, too, but her hair is long and straight. She is short and average weight. My mother plays the piano and sings.

As for me, I have brown eyes and black hair, like my father, but I'm short, like my mother. I can't ride a motorcycle or play the piano, but I can draw and paint.

UNIT 3

Page 131, Grammar, Ex. A

1. Sorry, I can't talk now—I'm working.
2. The boys aren't here—they're cleaning their room.
3. Mom, can I call you back? I'm sorry, but we're having lunch.
4. Can you call me later? I'm studying.
5. Sorry I can't talk now—I'm cleaning.
6. Janet isn't here—she's working late.
7. Can I call you back? Sorry, but we're making dinner.
8. My parents aren't home right now—they're walking the dog.
9. What am I doing right now? I'm cleaning.

Page 31, Ex. 4A

Sara: Emma, it's seven! Time to go home!
Emma: It's seven o'clock already? I need to finish this. I'd better call my husband.
Sara: OK! Good night!
Emma: See you tomorrow.
Bob: Hey, Emma.
Emma: Hey, Bob. Just checking in.
Bob: OK. Are you still working?
Emma: Yes. I'm still in the office. I'm just finishing something. Are you and the kids eating dinner now?
Bob: No. We already ate—pizza!
Emma: Oh, good. I'm eating a sandwich. It's so noisy! What are you doing?
Bob: I'm doing the laundry. Wait, I'm moving to another room.
Emma: Oh, that's better. So, what are the kids doing? Are they doing their homework?
Bob: No, believe it or not, they're doing chores!
Emma: What?
Bob: Luke is washing the dishes.
Emma: What about Olivia?
Bob: She's cleaning her room!
Emma: Really? That's amazing!
Bob: I know!
Emma: OK, well, I should be home in an hour or two. I've got to get back to work.
Bob: OK, honey. Come home soon.
Emma: OK. Love you.
Bob: Love you, too.

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Page 31, Exs. 4B and 4C

Bob: Hey, Emma.
Emma: Hi, Bob. Just checking in. What are you doing?
Bob: I'm doing the laundry.
Emma: Oh, OK. Are Luke and Olivia doing their homework?
Bob: No, they aren't. Luke is washing the dishes and Olivia is cleaning her room.
Emma: Really? That's amazing!

Page 32, Exs. 2B and 2C

1. **A:** Hi, Leo.
   B: Hey, Max.
   A: How about a movie tonight?
   B: Sure. That sounds great.
2. **A:** Hello?
   B: Hey, Max. It's Paul. I'm playing basketball with Jeff and Dan. Do you want to play with us?
   A: Um . . . Sorry, I can't. I have to do homework.
3. **A:** Are you free for lunch today, Rachel?
   B: Oh . . . sorry, I'm not. I have to work.
4. **A:** Hi, Amy.
   B: Oh, hi, Bill.
   A: I'm having a birthday party on Saturday. Would you like to come?
   B: That sounds great!
5. **A:** Hi, Maria. Would you like to have dinner with me tonight?
   B: Sure! I'd love to.

Page 33, Ex. 3B

1. Do you want some coffee?
2. Thanks, but I have to [hafta] leave now.
3. Do you want to [wanna] go to lunch?
4. Sorry, I can't. I have a lot of work.
5. Do you want to [wanna] see a movie tonight?
6. I can't. I have to [hafta] study.

Page 33, Ex. 4A

Lucy: Hi, Emma!
Emma: Oh, hey, Lucy!
Lucy: Are you heading home?
Emma: Yup. It was a long day.
Lucy: It sure was!
Emma: Hey, what are you reading?
Lucy: This? It's *A New Life*.
Emma: Oh! I *love* that book!
Lucy: I do, too! It's great!
Emma: Do you know they made it into a movie?
Lucy: Really?
Emma: Yeah! I read about it. Duane Wright is in it.
Lucy: He's such a good actor! I'd love to see that!
Emma: Me, too! Too bad it's not playing in the theaters around here yet.
Lucy: There are some other good movies out right now, though. Do you want to go see a movie tonight?
Emma: Oh, I'd love to, but I can't. I have to get home. My family is waiting for me. Would you like to go on Sunday? Bob and the kids are going to a soccer game.
Lucy: That sounds great.
Emma: What should we see? How about *My Friend Jane*? It's a comedy.
Lucy: Sure!
Emma: Let's see when it's playing . . . OK. It's at the Stargaze Theater at twelve, three, six, and nine. So, twelve or three?
Lucy: Uh . . . I think twelve o'clock sounds good.
Emma: Great! I can't wait! So, we'll meet at the theater? Hey, where's the elevator?
Lucy: Oh, no! We forgot to push the button!

Page 33, Ex. 4B and 4C

Lucy: Would you like to go to a movie tonight?
Emma: I'd love to, but I can't. I have to get home. Would you like to go on Sunday?
Lucy: That sounds great.
Emma: What should we see? How about *My Friend Jane*? It's a comedy.
Lucy: Sure!

Page 132, Grammar, Ex. A

1. My brother and I enjoy going to concerts on weekends.
2. We both like to listen to jazz.
3. My sisters go to clubs because they want to dance.
4. All of us like spending time with the family, too.
5. Everybody in our family loves to watch movies.
6. But we all avoid spending a lot of money at movie theaters.
7. We enjoy watching movies at home instead.

Page 35, Ex. 3A

Emma: So, what did you think of the actress who played Jane, um, what's her name?
Lucy: Kayla Washington. She was fantastic!
Emma: I thought so, too! I just love going to the movies.

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Lucy: Me, too. And it was so nice to spend time with you outside of work.
Emma: Yeah, it was fun!
Lucy: Hey, I'm going on a hike in Bear Mountain Park next weekend with some friends. Do you want to come? You can bring your family.
Emma: A hike? On a mountain?
Lucy: Yes! It's beautiful up there! How about it?
Emma: Um . . . to be honest, I don't like hiking.
Lucy: Really? I love it! It's great exercise!
Emma: I guess so.
Lucy: Actually, I like any kind of exercise!
Emma: Really? Do you like to work out at the gym?
Lucy: Yeah. I mean, I like exercising outside a lot more, but I like working out at the gym, too. What about you?
Emma: Me? No, I hate it!
Lucy: Really? Well, what do you like to do in your free time?
Emma: You mean when I'm not working and taking care of two kids and a house?
Lucy: Yeah.
Emma: Lots of things! I like playing video games, going online, watching TV, spending time with my family.
Lucy: In other words, you like to do anything that's not exercise!
Emma: I guess you're right!

Page 35, Exs. 3B and 3C

Emma: Do you like to work out?
Lucy: Yes. What about you?
Emma: Me? No, I hate it!
Lucy: Well, what do you like to do in your free time?
Emma: Lots of things! I like playing games, going online . . .

Page 40, Exs. 1A and 1B

Li: Hello! This is Li. I'm making a video of some things I like to do and some things I don't like doing. So, right now we're in my kitchen. I hate washing dishes and I don't like to cook, so I don't do many things in here.
OK. Now I'm in my living room. I like to play video games here, eat my meals, and just relax with friends. I spend a lot of time here.
Finally, this is my bedroom. I like to read in my bedroom because it's quiet. These are the things I like to do in my home!

UNIT 4

Page 133, Grammar. Ex. A

1. A: Whose phone is this?
   B: That's mine.
2. A: Whose wallet is this?
   B: Maybe it's Pat's. Look inside. Is it his?
3. A: Is that my cup?
   B: No, this is mine. That one is yours.
4. A: Do you have our new ID badges? I need mine and Chris's.
   B: Here you go—here's yours, and here's hers.
5. A: Whose car is that?
   B: I don't know. Maybe it's Tom and Helen's.
   A: No, it's not theirs. Their car is red, like ours.

Page 43, Ex. 4A

Simon: Another great meeting! Thanks for your help, Zoey.
Zoey: No problem. Hey, don't forget your cup!
Simon: Thanks. Hey, it looks like somebody left a cell phone. Whose phone is this?
Zoey: It's not mine. Maybe it's Yuki's.
Simon: Oh, OK. Wait, here's something else! Whose keys are these? And why are people always forgetting things after these meetings?
Zoey: No idea. I think they're Janet's keys. But I don't know.
Simon: And there's an umbrella, and a water bottle! Is this yours?
Zoey: No, not mine.
Simon: Is it Ted's? He was sitting here, I think.
Zoey: I'm not sure. Can you believe all this stuff people left?
Simon: I know! Oops! I almost forgot my own backpack! Anyway, let's just put all these things in my backpack. Then we can find the owners later.
Zoey: Good idea.
Simon: Is there anything else?
Zoey: I don't think so. No, wait! Here's someone's wallet!
Simon: A wallet? Wild! Well, at least we can look inside. Is there name in there?
Zoey: Yup, here's a credit card. Lucy Foster.
Simon: Lucy! OK. Now we're getting somewhere!

Page 43, Exs. 4B and 4C

Simon: Whose phone is this?
Zoey: It's not mine. Maybe it's Yuki's.
Simon: Oh, OK. And whose keys are these?

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Zoey: I think they're Janet's.
Simon: And here's a water bottle! Is this yours?
Zoey: No. Unbelievable! People keep leaving their stuff!

Page 44, Exs. 2B and 2C

1. **A:** Can I have a soda, Mom?
   B: Sure, sweetie. Go ahead.
   A: Thanks!
2. **A:** Hi, Ava. What's up?
   B: Hi, Sophia. I have a favor to ask. Can I borrow your car?
   A: Sorry, I need it.
   B: OK. No problem.
3. **A:** Can I borrow this book?
   B: Sorry, no. Not right now. I need it.
   A: That's OK. Thanks anyway.
4. **A:** Oh, no. Tim . . . can I use your pencil?
   B: Sure. Here you go.
   A: Great! Thanks!
5. **A:** Are you taking a backpack on the hike?
   B: Yes. Why?
   A: Can I put my water bottle in your backpack?
   B: Of course! Go ahead.
   A: Thanks so much.

Page 45, Ex. 3A

Ray: Is Janet coming to lunch?
Lucy: I think so. She said she wanted to come.
Ray: Well, where is she? Was she in the marketing meeting with you?
Lucy: Yes, she was, but I don't know where she is now. Let me call her . . . Huh. I can't find my phone. Can I borrow yours?
Ray: Sure. Here you go. Janet is in my contacts, by the way.
Lucy: Oh, good. Thanks. Janet? Hi, it's Lucy. I know, I know. It's confusing. Yes, I'm using Ray's phone. Are still you coming to lunch with us? Cool. We're down in the lobby. See you in a couple of minutes. She's on her way.
Ray: Do you want to go find your phone?
Lucy: That's fine. It's probably at my desk.
Ray: OK. So, we're going to Sam's Sushi, right?
Lucy: Yup. It's just a ten-minute walk from here. Oh, no! Is it raining? Now where's my umbrella? Hmm.
Ray: So, no umbrella?
Lucy: No! That's weird. I usually have an umbrella in here. Oh, no, my wallet is missing, too. Now, I'm worried! Can I borrow your phone again?
Ray: Sure.
Simon: Lucy! I'm glad I found you. I think this is your wallet and your ID badge.
Lucy: That's a relief! And there's my phone, my keys, my water bottle, and my umbrella!
Ray: So, Lucy, can I use your umbrella?

Page 45, Exs. 3B and 3C

Ray: What's wrong?
Lucy: I can't find my phone. Can I borrow yours?
Ray: Sure. Here you go.
Lucy: Great. Thanks.
Ray: Can I use your umbrella?
Lucy: I'm sorry, but I need it.

Page 134, Grammar, Ex. A

Mike: This laptop is cheaper than that one.
Jan: Yes, it is, but that one is better. It's faster. That's important.
Mike: That's true. The screen is bigger, too. But it's a lot more expensive than this one.
Jan: Let's look at some other laptops. Maybe we can find a good one that's less expensive.

Page 47, Ex. 4A

Zoey: Hi, Simon.
Simon: Oh, hi, Zoey. How's it going?
Zoey: Good, good. You look really happy!
Simon: I am! I just got my new laptop.
Zoey: That's great! How do you like it?
Simon: I like it a lot. It's much better than my old one. A lot faster.
Zoey: Cool. I just got a new tablet.
Simon: Oh, yeah? I don't really need a tablet.
Zoey: Wow! Really?
Simon: Why are you surprised?
Zoey: I don't know. I love my tablet. It's light and easy to use. Laptops feel so bulky to me. And tablets are cheaper.
Simon: I guess so, but laptops are faster than tablets. They also have bigger screens, which I like.
Zoey: That's true.
Simon: Also, you can do more with them. They're better for work.
Zoey: True. I have a laptop, too. But I only use it for work, and I never carry it around.
Simon: Oh, yeah?

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Zoey: I take my tablet everywhere with me. I often watch movies or listen to music on it.
Simon: Hmm. I guess it all depends on what you're using it for.
Zoey: For sure.

Page 47, Exs. 4B and 4C

Simon: I just got a new laptop.
Zoey: Oh, yeah? How do you like it?
Simon: It's better than my old one. It's a lot faster.
Zoey: I have a laptop, but I just use it for work.
Simon: Really?
Zoey: Yeah. I like my tablet. I carry it everywhere. It's thin, so it's light.

Page 52, Exs. 1A and 1B

Sarah: Hello, my name is Sara. Here are some different objects that are special to me or my friends. First, this beautiful wallet is mine. It's special to me because it's from my mother. Also, it's a little expensive.
These are my friend Ana's sunglasses. She loves to go to the beach, and she always wears these. I really want to wear them, but she loves them and never lends them to me.
Next, this is my friend Alexa's computer. It's a little slow and old, but she doesn't want to get a new one. She likes to write blog posts on it.
Finally, these are my keys. They are for my house, my office, and my car. Those are my special objects!

UNIT 5

Page 135, Grammar, Ex. A

1. A: What are you doing tonight after work?
   B: I'm going to a movie with my girlfriend.
2. A: Do you have any summer vacation plans?
   B: Yes, we're going to the beach for two weeks in July.
   A: Lucky you! I hope you have a great time!
3. A: What are you working on right now?
   B: I have a new project. It's for Carla.
   A: Are you doing it all on your own?
   B: No, Brian and I are working on it together.
4. A: I'm having lunch with Sam tomorrow. Do you want to come?
   B: Sure! Thanks! What time?
   A: We're meeting at 12 o'clock.
5. A: Are you doing anything this evening? Do you want to see a movie?
   B: I'm sorry, but I can't tonight. I'm going to my Spanish class at 7:00. Maybe this weekend instead?
6. A: Is Helen in her office?
   B: Yes, but she's talking to someone at the moment. Can I help?
   A: Maybe. I'm having a problem with my computer.
7. A: We need to plan our presentation. Can we meet later this week?
   B: I'm sorry, but I'm traveling the next few days.
   A: Where are you going?
   B: Tomorrow I'm flying to Baltimore, and then it's Philadelphia the day after tomorrow. Let's talk on Monday, okay?
8. A: I'm going to the meeting now. Are you ready?
   B: Don't wait for me. I'm just finishing something.
9. A: Do you have any plans for a vacation?
   B: Yes! I'm taking two weeks off next month.
   A: Where are you going?
   B: To the beach. And I can't wait!

Page 55, Ex. 3A

Leo: Hey, Carlos.
Carlos: Oh, hi, Leo.
Leo: Are you working on the Hudson Life project?
Carlos: Yes. I may start working on a new project in a couple of weeks, but for now I'm designing the brochures for Hudson Life. Why? What's up?
Leo: Are you still working on the photos for the brochure?
Carlos: Yes, I am. Is that a problem?
Leo: Well, I don't want to rush you, but Molly wants to see them. She needs to use them for the posters.
Carlos: Oh, OK. Sorry, I forgot. I can send them to you next week. OK?
Leo: Awesome! Thanks. So enough about work. What are you doing this weekend? Any big plans?
Carlos: Well, actually, I'm working on Saturday. We're taking the Hudson Life pictures at the beach in the morning.
Leo: Oh, nice. Too bad you're working on the weekend, though.

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Carlos: It's OK. We're taking the pictures in the morning, but then we're just going to have fun at the beach in the afternoon.
Leo: That sounds great. Which beach are you going to?
Carlos: Long Beach Island. Do you know Ray from accounting?
Leo: Sure. He's a great guy.
Carlos: Yeah, he's coming, too. It should be great. What about you? What are you doing this weekend?
Leo: Not much. I'm going to a concert on Sunday afternoon.
Carlos: Very cool. Who's playing?
Leo: The city orchestra. It's the "Concerts in the Park" series.
Carlos: Oh, yeah, I heard about that. Sundays at 1:00 p.m., right?
Leo: You got it.
Carlos: That sounds fun! I'm sure you'll have a great time.

Page 55, Exs. 3B and 3C

Leo: So, what are you doing this weekend?
Carlos: I'm going to the beach on Saturday.
Leo: Oh, nice.
Carlos: What about you? What are you doing this weekend?
Leo: I'm going to a concert on Sunday afternoon.
Carlos: Oh, yeah? That sounds fun!

Page 136, Grammar, Ex. A

1. Fred: Where's Diana? She's coming with us, right?
   Janet: Yes, we're waiting for her.
2. Fred: What about Pat? Are you picking him up?
   Janet: No, Paul is.
3. Diana: Hello, Janet? It's me. Sorry, but can I have five more minutes?
   Janet: Sure. We can wait for you.

Page 57, Ex. 4A

Carlos: Hey, Ray!
Ray: Oh, hey, Carlos. Hi, Leo.
Leo: Hi, Ray. I hear you guys are going to the beach on Saturday.
Ray: Oh, yeah. I can't wait!
Carlos: Hey, you're not busy on Saturday, right, Leo?
Leo: Nope.
Carlos: Do you want to come with us?
Leo: Oh, yeah! I'd love to go with you!
Carlos: Awesome! I can't wait to go swimming.
Leo: And I want to go fishing!
Ray: And surfing!
Carlos: Surfing. Yeah! Swimming, surfing, fishing. Let's do it all!
Ray: We can try, if we have time.
Leo: So, how are we getting there?
Carlos: Well, Ray doesn't have a car. I'm giving him a ride. Do you need a ride, too?
Leo: That would be great. Thanks.
Carlos: No problem. I can pick you up after I pick him up.
Leo: OK. When and where? I'm downtown. Do you know the park with the big red sculpture? My building is right by there.
Carlos: Sure. OK. How about I pick you up in front of the sculpture at around 8:00 a.m.
Leo: 8:00 a.m.? On a Saturday?
Carlos: Hey, we need to start early. Remember, I'm working!
Leo: OK. 8:00 a.m. it is. I'll bring some coffee.

Page 57, Exs. 4B and 4C

Carlos: We're going to Long Beach Island on Saturday. Do you want to come with us?
Leo: Yeah! I'd love to go with you!
Carlos: I can't wait to go swimming.
Leo: And I want to go fishing!
Carlos: I can pick you up on Saturday morning, around eight o'clock. Sound good?
Leo: Great.

Page 58, Ex. 1B

1. I have an emergency. My mother is very sick.
2. It's already 2:30, and the 2:15 train isn't here yet. The train is late.
3. Where are you? I can't find you.
4. There are too many cars on this road. I'm stuck in traffic.
5. I'm at 333 Broad Street, but this isn't your house. I have the wrong address.
6. I'm so sorry. I'm running late. I just need another 20 minutes. Thanks for waiting!
7. I missed the bus, but the next one comes in 10 minutes.
8. I think I'm lost. Can you give me directions again? I'm near a bank and a park. Can you help?

Page 137, Grammar, Ex. A

1. A: Will your sisters go on vacation with you?
   B: Yes, they will. We're renting a place at the beach in July.

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2. A: Hi, can you talk?
   B: Not right now. Sorry, but I'm working.
3. A: Will you be home this evening?
   B: Yes, I will.
   A: Okay. I'll call you after work.
4. A: What time will I see you tomorrow?
   B: I'm not sure. I'll call you later, ok?
5. A: Do you have plans for Friday evening?
   B: Yes, I'm going to my brother's house in Veracruz. I'll be there all weekend.
   A: Have a good trip!
6. A: Listen, I'm afraid I'm running late.
   B: What's going on?
   A: It's the bus. We're stuck in traffic.
7. A: Where's Mary?
   B: I don't know. She's not answering her phone.
8. A: I'm going to a movie this evening with Pat. Can you come with us?
   B: Sorry, but no. I'll be in the office until 9:00 or 10:00 tonight.
   A: Oh, I'm sorry.
9. A: This is John Walker. Please leave a message after the beep.
   B: John, where are you? It's 7:20. We're all at the restaurant. Are you coming? Call me!

Page 59, Exs. 4A and 4B

Carlos: Hi, this is Carlos. Leave a message after the tone.

Leo: Hey, Carlos. It's Leo. I had a little emergency at home. Everything is OK now, but I won't be there at 8:00. I think I'll get there around 8:20. Sorry about that and see you soon!

Carlos: Hi, this is Carlos. Leave a message after the tone.

Leo: Hey, Carlos. This is Leo again. I'm here at the park by the big red statue. I'm waiting for you. It's 8:30, but you're not here. Will you be here soon? Let me know. Thanks. Bye.

Leo: Hi. This is Leo Braun. I can't answer the phone right now, but please leave a message. Thanks!

Carlos: Hi, Leo. I got your message. Sorry. Ray and I are running late, too. We're stuck in traffic. I think we'll be there in about 10 minutes. I'll see you soon.

Carlos: Hi, this is Carlos. Leave a message after the tone.

Leo: Carlos, it's Leo again. It's 8:45 now, and I'm still here at the park. Where are you? Anyway, I'm going to run to a store and get something to drink. I'll be back in 5 or 10 minutes.

Leo: Hi. This is Leo Braun. I can't answer the phone right now, but please leave a message. Thanks!

Carlos: Leo! It's Carlos! We're finally here at the park, but I don't see you! Where are you? It's 9:00 right now. We'll wait for you.

Carlos: Hi, this is Carlos. Leave a message after the tone.

Leo: Hey, Carlos. Sorry I missed your call. Anyway, I'm back here at the park, and I can't find you. Where are you? It's after 9:00.

Leo: Hi. This is Leo Braun. I can't answer the phone right now, but please leave a message. Thanks!

Carlos: Hey, Leo. It's about ten after 9:00. Ray and I are hungry, so I parked the car, and we're getting some food for the ride. We'll be at the Banyan Cafe. It's close to the park. It's on the corner of 6th Avenue and 39th Street. Meet us here, OK? Bye.

Carlos: Hi, this is Carlos. Leave a message after the tone.

Leo: Carlos, I got your message about breakfast, but I can't find the cafe. I think I have the wrong address. Is it new? Can you call me back? Thanks.

Leo: Hi. This is Leo Braun. I can't answer the phone right now, but please leave a message. Thanks!

Carlos: Leo! Carlos here. Sorry, the café is on 38th Street, not 39th Street. We'll wait for you here . . . Oh, wait! I can see you! You're at the door! Finally!!

Page 64, Exs. 1A and 1B

Yuna: Hey, everyone. I'm Yuna. So, my friend Nate's birthday is this week, and we are having a party on Saturday. Do you want to come? The party will be at a park near my house. Here's a picture of the park. It's really great there. We'll eat some food, play games, and maybe listen to music, but you can go fishing or kayaking there, too. So please come! Nate and I are going at 2 o'clock on Saturday afternoon. You can come at

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two or later. Just text me, and I'll tell you where to meet us.

UNIT 6

Page 138, Grammar, Ex. A

1. John usually gets up early.
2. He almost always gets up before 6:00.
3. He often goes running in the morning.
4. He always takes a shower after a run.
5. He sometimes makes coffee at home.
6. He rarely eats breakfast at home.
7. He usually has breakfast at a café.
8. He's almost never late for work.
9. He's usually at work before 9:00.

Page 67, Ex. 4A

Diego: Hi, Carlos.
Carlos: Hey, Diego. Good to see you.
Diego: Good to see you, too. How are you?
Carlos: Great, thanks. And you?
Diego: Well, I'm OK, but I think I'm getting a little sick. In fact, that's why I'm working from home today.
Carlos: Oh, too bad. So, hey, Rachel is planning to join us, but she's in another meeting. She'll be here in a couple of minutes.
Diego: OK. No problem. . . . Tired?
Carlos: Yeah. I was up really late last night.
Diego: Working or having fun?
Carlos: Having fun! The Mexico-Brazil match was on TV. I had to watch that!
Diego: Oh, right. Soccer. So, you're a fan?
Carlos: I love soccer! What about you? Are you into it?
Diego: Well, sure, I like it. But I don't stay up late to watch matches!
Carlos: Well, I do! I never miss a big match.
Diego: Actually, I never stay up late for any reason. I need a lot of time before I leave for work in the morning.
Carlos: You do?
Diego: Yeah. I need like two hours.
Carlos: Huh? Two hours? What's your typical morning like?
Diego: I usually get up early and go to the gym with my wife. We're there for an hour or so. Then I go home and eat breakfast.
Carlos: You're kidding. I never get up early.
Diego: You never get up early?
Carlos: Nope.
Diego: So, you're always late to work?
Carlos: Nah, man. I only need 20 minutes to get ready for work. I take a shower, get dressed, grab some coffee. Then I'm good to go.
Diego: Wow! That's fast! I could never do that.
Carlos: Oh, excuse me, Diego. Rachel is out of her meeting. She'll be here in a second.

Page 67, Exs. 4B and 4C

Carlos: What's your typical morning like?
Diego: I usually get up early and go to the gym. What about you?
Carlos: Me? I never get up early.
Diego: You never get up early?
Carlos: No. Never.

Page 68, Exs. 2B and 2C

1. **A:** Hi, Roger. What happened?
   B: Oh, this? I sprained my wrist.
2. **A:** What's wrong, Nina?
   B: My knee hurts.
3. **A:** Are you OK, Emma?
   B: No. I hurt my shoulder.
4. **A:** Why do you have a bandage on your face? What happened?
   B: I broke my nose.
5. **A:** Gina, what happened?
   B: I walked into a table, and I bruised my leg.
6. **A:** Ouch!
   B: What happened, Ted?
   A: I injured my finger. I closed the door on it.
   B: Oh, no!

Page 69, Exs. 4A and 4B

Host: This is Sports World, and I'm your host, Ray Banks. Today our guests are Luis Martinez, a soccer player for RFX United, and Mimi Yang, an Olympic gymnast. Thanks for being here, guys.
Luis: Hi, Ray. Thanks for having me on the show.
Mimi: Hello. It's great to be here.
Host: So, you've both had more than your fair share of injuries lately. Luis, you had to leave last year's finals match at the 78-minute mark.
Luis: Yeah. That was hard.
Mimi: Sorry, I'm not a big soccer fan. What happened?
Luis: I sprained my ankle.
Mimi: Ouch. That's too bad.

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Luis: Well, soccer is a tough sport. Lots of players injure their legs, knees, and, of course, ankles.

Mimi: Well, I know all about sprained ankles. I sprain my ankle all the time. The worst was when I sprained it during the Olympics last year. I managed to finish my routine, but it really hurt.

Luis: You don't stop competing after you get injured?! Wow!

Mimi: I know! But a lot of gymnasts keep going through the pain. We hurt our knees and ankles all the time . . . just like soccer players. But we also use our upper bodies a lot, so we get a lot of back and shoulder injuries. And arm and hand injuries, too.

Host: That's very true. . . . I see you have a bandage on your finger right now, Mimi. What happened?

Mimi: I broke my finger on the balance beam last week.

Host: Ouch! I'm sorry to hear that. Hope it feels better soon.

Mimi: Thanks. It's healing well.

Host: So, let me ask you both: which sport do you think is tougher: soccer or gymnastics?

Mimi: Hmm . . . In my opinion, gymnastics is tougher. It's really hard on the body.

Host: Luis?

Luis: I don't know about that. Soccer players need to be tough. We usually only injure our legs and feet, but we do need to run a lot more than gymnasts!

Host: Well, we'll have to agree to disagree. Soccer players don't get injuries all over their bodies, but gymnasts don't have to run as much. OK, time for a short break. We'll be back with Luis Martinez and Mimi Yang in just a minute.

Page 139, Grammar, Ex. A

1. A: Hi, Mom? My throat is sore.
   B: I'm sorry, honey. Do you have any cough drops? You should take a cough drop.
   A: Should I go to the doctor?
   B: Do you have a fever?
   A: I don't think so.
   B: Then no, you should stay home. Make some tea. Do you have any honey? You should drink lots of tea with honey.
   A: Ok, thanks, Mom. I'll call you later.

2. A: Hi, Jack. This is Amy. I'm afraid I can't come to work. I'm not feeling well. My throat is really sore.
   B: Oh, then, you should get some rest.
   A: Maybe I can come in this afternoon.
   B: No, you should stay home. Really. You shouldn't think about work today. You should take some medicine and stay in bed.
   A: Are you sure?
   B: Yes, I'm sure. You should watch a movie or something.
   A: Thanks.

Page 71, Ex. 3A

Diego: Hi, Sara. How are you?

Sara: Hi, Diego! Great, thanks. Hey, I have a couple of quick questions for you. Do you have a minute?

Diego: Um . . . Sure, but, sorry, just one second.

Sara: Are you OK? You look a little sick.

Diego: I'm really sick! I feel terrible! I'm staying home from work today, actually.

Sara: Oh, no! I'm sorry to bother you, then.

Diego: No, it's OK. I have a lot of work right now, so I can't take the day off.

Sara: I know what that's like! Anyway, I'm sorry to hear you aren't feeling well. Do you have a fever?

Diego: No, just a sore throat and a cough.

Sara: Oh, that's too bad. You should drink tea with honey. I always make it for my daughter when she has a sore throat, and it makes her feel better. Plus, honey is delicious!

Diego: That is a good idea. Thank you.

Sara: You should get some rest, too.

Diego: I'll try!

Sara: I hope you feel better soon.

Diego: Thank you.

Sara: So, if it's OK with you, can I just ask you my quick questions? After that, you can rest!

Diego: Sure, I'm ready.

Sara: Great, thanks. So, have you done any market research on . . .

Page 71, Exs. 3B and 3C

Sara: Are you OK?

Diego: No, I'm sick. I have a sore throat and a cough.

Sara: Oh, that's too bad. You should drink tea with honey.

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Diego: That's a good idea. Thanks.
Sara: You should get some rest, too. I hope you feel better soon!
Diego: Thanks.

Page 76, Exs. 1A and 1B

Omar: Hello. I'm Omar. How do I stay healthy? First, I exercise almost every day. These are my sneakers. I like running in the park a lot, but sometimes I go to the gym. I also walk to work.
Second, I eat a lot of fruit because it's good for you. I usually eat some fruit for breakfast. Today, I have an apple and an orange.
Finally, this is my bed! I sleep eight hours every night. I always go to bed early because I get up early. Sleep is really important for our health, and I always feel so much better after a good night's sleep. OK! That's how I stay healthy! Thanks for watching my video!

UNIT 7

Page 78, Exs. 2B and 2C

1. Hi, Rex. This is Steve. I have a question about your market research report. Could you call me back, please? Thanks. Bye.
2. A: Hello. This is Nancy Corbin. May I speak to Angela Diaz?
   B: Sorry. She's not available right now. Can I take a message?
3. A: Thanks so much for your help.
   B: You're welcome.
   A: Well, I should go. Take care.
   B: Bye.
4. A: Nice talking to you. Goodbye.
   B: Thanks. You too. Bye.
5. Hi, Ken. This is Ben Steiner. I wanted to talk to you about the TSW ad campaign. Please call me back. I hope to hear from you soon. Goodbye.
6. A: TSW Design. This is Jen. How may I help you?
   B: Hello, Jen. This is Mark Miller.
   A: Oh, hi, Mark! How are you?

Page 79, Ex. 4A

Emma: Hi, Rosa! How are you?
Rosa: Great, thanks. Can I ask you a quick question?
Emma: Sure! How can I help?
Rosa: So you know I'm coming to New York on Sunday.
Emma: Of course! We can't wait to see you! What time are you getting in?
Rosa: In the morning, but then I have the afternoon free. What do you think I should do? Maybe see a show?
Emma: That's a good idea. You can also visit a street market or take a tour of a museum.
Rosa: Oh, a street market sounds interesting.
Emma: Yeah, they're cool. Some have food or people selling different things. You should go to one.
Rosa: I'd love to. Do you have a favorite? Which one should I go to?
Emma: Hmm. Well, I really like the Sunny Day Street Market. I'll send you a link.
Rosa: Thanks. And what about going to the theater?
Emma: Oh, yeah, you said you want to see a show.
Rosa: Yeah. Is there time?
Emma: I think so. I'll send you some links. You can see a show and then just walk around the city.
Rosa: Awesome. I'll do that! Oh, sorry. I need to take this call. I should go. Thanks so much for your help, though.
Emma: Anytime, Rosa. See you Monday.

Page 79, Exs. 4B and C

Emma: Hi, Rosa! How are you?
Rosa: Great, thanks. So, I'm coming to New York on Sunday. What do you think I should do?
Emma: You should go to a street market.
Rosa: That sounds like fun.
Emma: You can also see a show or walk around the city.

Page 140, Grammar, Ex. C

1. A: I'm from Milan. We have lots of options for public transportation.
   B: Is there a subway?
   A: Yes, there is. And there are buses, too.
   B: Are there rental bicycles?
   A: Yes, there are. Milan has everything!
2. A: Is there good public transportation in your town?
   B: Not really. But there are buses.
   A: Is there a subway system?
   B: No, there isn't!

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A: Are there rental bicycles?
B: No, there aren't. Antella is a small town.

3. A: Where are you from?
B: Florence. I live in the city center.
A: Are there buses in Florence?
B: Yes, of course there are.
A: What about a subway?
B: No, there's no subway.
A: Can I rent a bicycle there?
B: Yes, there are bicycles for rent.

Page 81, Exs. 4B and 4C

Host: I'm Ben Perez, and this is On the Road, your in-flight travel podcast. Today, we're going to talk about getting around in one of the greatest cities in the world . . . New York. My friend Alyssa Gold is here with me. She works at the Tourist Information Bureau in Manhattan, and she's lived in New York City all her life. Welcome, Alyssa.

Alyssa: Thanks, Ben! Happy to be here.

Host: OK, let's begin. Many visitors to New York arrive at John F. Kennedy Airport in Queens. How do you get from the airport to Manhattan? Is there a train?

Alyssa: No. There isn't a train from the airport all the way into Manhattan. But there's an "Airtrain." It's actually a shuttle, and it takes you to the subway. Then you take the subway to Manhattan. Of course, you can also take a bus or a taxi.

Host: OK. And what about once you get to Manhattan? What are the options for getting around?

Alyssa: There are lots of different ways to get around in Manhattan! The subway goes just about everywhere, and there are lots of buses. There are also plenty of taxis. And there are rental bicycles now. You can rent a bike in one place, ride it to another place, and then leave it there.

Host: What about public transportation from the island of Manhattan to other places, like New Jersey or Brooklyn? Are there different options there, too?

Alyssa: Yes, there are. You can take the subway from Manhattan to many of those places, of course. There are also trains. They take people to other cities and states. And there are ferries to Staten Island and New Jersey.

Host: OK. Now let's talk about a couple of famous places for tourists. How do I get from, say, Times Square to the Statue of Liberty?

Alyssa: Well, Times Square is in midtown Manhattan, and you have to go downtown to get to the Statue of Liberty. It's easy to take the downtown subway from Times Square.

Host: Which subway do I take?

Alyssa: You can take the 1, 2, 3, R, or W lines. Get off in downtown Manhattan at South Ferry station.

Host: OK . . . and then?

Alyssa: You walk to Battery Park and then take the ferry out to the Statue of Liberty.

Host: Great. What about the Brooklyn Bridge? How do I get there from downtown Manhattan? . . .

Page 141, Grammar, Ex. A

1. Walk through the lobby.
2. Go to the exit for 87th Street.
3. Go through the doors and turn right.
4. Walk past the shops to the corner.
5. Go around the corner and wait at the bus stop.
6. Get on the number 44 bus.
7. Get off the bus at West 104th Street.
8. Go across the street.
9. Walk past the restaurants. The art gallery will be on your right.

Page 83, Ex. 4A

Rosa: Excuse me.

Concierge: Good morning, ma'am. How can I help you today?

Rosa: Can you give me directions?

Concierge: Of course.

Rosa: Great. How do I get to the Sunny Day Street Market?

Concierge: Well, you can take the subway or a taxi.

Rosa: Is there a subway station near here?

Concierge: Yes, there is. First, go out the entrance to 25th Street. Turn right and walk to the intersection of 25th Street and Eighth Avenue.

Rosa: Uh-huh. Turn right and go to the intersection of 25th and Eighth.

Concierge: Yep. Then turn left on Eighth Avenue. You'll see a coffee shop. Go past the coffee shop, walk two blocks to 23rd Street.

Rosa: Left on Eighth, two blocks to 23rd Street.

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Concierge: Right. The subway station is around the corner. Go down the stairs into the station.

Rosa: OK.

Concierge: Then take the C or the E line downtown, get off at 4th Street. The market is right there.

Rosa: The C or E to 4th Street. Great. Thanks!

Concierge: My pleasure. Can I help you with anything else?

Rosa: Um . . . let's see. Actually, yes. Did you say there's a coffee shop on the way? I flew in from Chile early this morning, and I'm tired!

Concierge: I bet! That's a long flight!

Rosa: It is. But I'm ready to go exploring. I just need some coffee.

Concierge: Well, yeah, my favorite coffee shop around here is Cup of Joe. The coffee is excellent. They have good food, too.

Rosa: Perfect!

Concierge: It's just around the corner on Eighth. You'll see it on your way to the subway.

Rosa: Perfect again! Bye.

Page 83, Exs. 4B and 4C

Rosa: How do I get to the *Sunny Day Street Market*?

Concierge: You can take the subway. Go out the entrance to 25th Street. Turn right and walk to the intersection at 25th Street and Eighth Avenue.

Rosa: Uh-huh.

Concierge: Then turn left on Eighth Avenue. Go past a coffee shop and walk two blocks to 23rd Street.

Rosa: Left on Eighth, two blocks to 23rd Street.

Concierge: Right. The subway station is around the corner. Go down the stairs into the station.

Page 88, Exs. 1A and 1B

Peter: Hi everyone. I'm Peter, and this is my presentation. These are my favorite places in Moscow.

First, this is Gogolevsky Boulevard. I like to go there in the summer with my friends. We take the subway there and then just walk around and talk. I feel good when I'm there.

Next, this is the street in front of my grandmother's apartment. I lived in this building when I was a boy. My parents and I moved to a new neighborhood ten years ago, but I often visit my grandmother here.

And this is the Monument to the Conquerors of Space. It's my favorite monument in Moscow. It's also a very popular tourist attraction. When I see it, I think about doing great things.

UNIT 8

Page 142, Grammar, Ex. A

1. **A:** Where were you last week?
   B: I was on vacation.
2. **A:** Hello?
   B: Hi, this is Helen Smith. Is Jack there?
   A: No, I'm sorry, Ms. Smith, but he's out at the moment.
3. **A:** I was away last weekend. How was the weather here?
   B: Horrible! It was hazy, hot, and humid.
   A: Wow, I'm glad I wasn't here.
4. **A:** Where was Sam?
   B: He was on vacation. He was in Mexico with his family.
5. **A:** Hello?
   B: Hi, Jean! It's Nancy. How are you?
   A: Great! It's a beautiful day here. It's clear and sunny.
   B: That's nice.
6. **A:** Was John at the meeting?
   B: No, he wasn't there, but David and Dina were.
7. **A:** How was the weather on your vacation?
   B: It was bad. There was a lot of rain.
8. **A:** Hello?
   B: Hi, Jean.
   A: Hi, Nancy! Where are you? The meeting is starting.
   B: I'm sorry, but I'm stuck in traffic.
9. **A:** How was your trip? Was it relaxing?
   B: Yes, it was. Thanks for asking.

Page 91, Ex. 4A

Diego: OK, I think that about does it.

Rosa: Yes, I think that's it!

Diego: OK, good. So, tell me, how do you like New York so far?

Rosa: I love it! I'm having a great time here! The weather is sunny and clear, and New York is such an exciting place.

Diego: Have you done any sightseeing?

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Rosa: Yes! I was out all day yesterday. It was lovely.
Diego: Really? Where did you go?
Rosa: Well, I started off at this great street market downtown and then I saw a show in the evening.
Diego: Oh, what did you see?
Rosa: It was called *Green Grass in the City*. I didn't know about it before but Emma said I should go. It was so funny. And it was in this great old theater.
Diego: That sounds awesome.
Rosa: It was! You know, I'm here for work, but it really feels like a vacation so far.
Diego: Well, it sounds a lot better than my vacation.
Rosa: What do you mean?
Diego: Well, I was on vacation last week.
Rosa: Oh, yeah? Where were you?
Diego: I was in London.
Rosa: I really want to visit London. How was it?
Diego: Well, the weather was horrible. It was really cloudy and cold. To be honest, the whole vacation wasn't very good.
Rosa: You're kidding! Why? There's so much to do in London, right?
Diego: Well, yeah, but it was so crowded. I think because it was freezing no one wanted to be outside.
Rosa: Oh, no!
Diego: Yeah, lots of long lines. Everything was really stressful. Even the traffic was really bad. We took a cab to a restaurant and were stuck in a traffic jam for half an hour! It wasn't relaxing at all.
Rosa: I'm really sorry to hear that, Diego. But I still want to visit London.
Diego: Yeah, of course. I know it's an incredible city. I just had a bad trip.

Page 91, Exs. 4B and 4C

Diego: I was on vacation last week.
Rosa: Oh yeah? Where were you?
Diego: I was in London.
Rosa: And how was it?
Diego: Well, the weather was horrible! It was really cloudy and cold. And everything was really stressful. It wasn't relaxing at all.

Page 143, Grammar, Ex. A

1. I visited Mexico last year.
2. I wanted to see Mexico City and the Yucatan.
3. I enjoy eating Mexican food.
4. I walked on the beach in Cancun.
5. I often shop for souvenirs on vacation.
6. I shopped for souvenirs in Mexico City.
7. I explored all the tourist attractions.
8. I like talking to local people when I travel.
9. I learned a lot about Mexico on my trip.

Page 93, Ex. 4A

Rosa: I'm sorry your vacation in London was so disappointing.
Diego: Thanks. There were good parts. It was still fun to spend time with my family.
Rosa: That's a good way of looking at it. Just enjoying time with my family is my Number one reason for taking vacations.
Diego: What do you mean?
Rosa: I mean, well, for example, I visited Miami a few years ago with my family, and we loved it there.
Diego: Oh, yeah? I hear it's really nice there.
Rosa: Yeah, it was lovely, and the weather was great. But we didn't do anything really exciting. We walked on the beach. We sunbathed . . .
Diego: Nice.
Rosa: We also watched the sunset every day. It was just so relaxing and great family time.
Diego: That does sound relaxing. You know, not all my vacations are horrible. Last year, we were in Rio, and I really enjoyed it.
Rosa: Ah, Rio! How exciting!
Diego: Yeah. We visited some incredible tourist attractions, like the Sugar Loaf and the statue on Mount Corcovado.
Rosa: Wow.
Diego: And we explored different neighborhoods in the city. We learned about the local customs.
Rosa: Oh, yeah? Like what?
Diego: Like we listened to some samba music, and there was a Brazilian cooking class at the hotel. They showed us how to make some delicious dishes.
Rosa: You're lucky. The food in Brazil is great. And what about the beaches? Rio has some very famous beaches . . . like the Copacabana!
Diego: Well, no. We wanted to visit the Copacabana, but we didn't have time. We were too busy.
Rosa: That's too bad!
Diego: I know! Next time!

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Page 93, Exs. 4B and 4C

Diego: Last year, we were in Rio on vacation. I really enjoyed it.
Rosa: Ah, Rio! How exciting!
Diego: Yeah. We visited tourist attractions, and we explored the city. We also learned about the local customs.
Rosa: You're lucky. Rio is great.
Diego: We didn't visit any beaches, though. Next time!

Page 94, Ex. 1B

1. **Child:** Mom, look at me!
   Mom: Aah! You got me all wet!
2. **A:** How do we get to the museum?
   B: I don't know. Let's check online. Do you have the hotel wifi password?
   A: Yes. Here it is . . .
3. **A:** Oh, no! We forgot to buy souvenirs for my parents!
   B: Don't worry. We can buy some at the hotel gift shop.
4. **A:** Would you like some coffee or juice with your breakfast?
   B: Oh, yes, both please. Coffee and orange juice.
   A: No problem. I'll be right back.
5. **A:** Is the hotel close to the office?
   B: Um, yeah, it's just two blocks away. Should we stay there?
   A: I think so. I'll make a reservation.
6. **A:** Do you still want to get dinner tonight?
   B: Oh, yeah, but I'm really tired. Tell you what, I'll just take a quick nap in my room and meet you back here in an hour.
   A: Cool. Enjoy your nap!
7. **A:** How are you today, Mrs. Clark?
   B: Actually, my back really hurts.
   A: Oh, would you like to book a massage?
   B: That'd be great.
8. **A:** How much does a spa treatment cost here?
   B: Here, take a look at this sheet with our prices. Does something look good?
9. **A:** I think I'll arrive later than you.
   B: No problem. I'll just hang out in the lobby until you get here.

Page 144, Grammar, Ex. A

Peter: How was your vacation?
Sara: It was great. We got a nice room at a hotel right on the beach. We went swimming every day, both at the beach and at the hotel. And every morning, we ate breakfast in a different café.
Peter: Nice!
Sara: And Michael saw a show—he loved that! But I didn't go with him.
Peter: You didn't?
Sara: No, I got a massage at the hotel spa instead. That was wonderful. We also went shopping.
Peter: Of course . . .
Sara: But we didn't get anything for ourselves! We bought postcards and souvenirs for friends and family.

Page 95, Ex. 3A

Diego: One of the best things about our trip to Rio was our hotel. It was fantastic!
Rosa: Oh. Where did you stay?
Diego: The Rio Posada.
Rosa: Really? I actually know that hotel. Another friend stayed there. She said the pool was amazing.
Diego: Yes, it's huge! They also have a beautiful spa and a gym. And we ate breakfast in the hotel restaurant three or four times. The food was awesome.
Rosa: Mmm.
Diego: Even the lobby was great! We hung out there a lot because it was so nice!
Rosa: You hung out in the lobby? This is why you didn't go to the beach!
Diego: Yeah, the Wi-Fi worked well, so we were just on our phones or talking. It was great.
Rosa: You're kidding! Next time I go to Rio, I want to stay there!
Diego: You should!
Rosa: But my favorite hotel of all time was in Ecuador.
Diego: Oh yeah? What was it like?
Rosa: Well, it had everything we needed. Wi Fi, of course. The kids went swimming in the pool every day.
Diego: Was there a gym?
Rosa: Actually, no. But Oscar and I got massages in the spa.
Diego: Ooh, they had a spa, too?
Rosa: Yeah, we hung out there or by the pool a lot.
Diego: That's cool. How was the food? Was there a restaurant?

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Rosa: Yes, and the food was very tasty! We actually ate breakfast there three times!
Diego: That sounds perfect. Way better than the hotel we stayed at in London!
Rosa: Oh, no. The hotel was bad?
Diego: It was horrible! They didn't have a pool or a hot tub or a gym or any of that stuff. They didn't have a restaurant, either.
Rosa: Well, how about the rooms?
Diego: One second. Here, look at this a picture. The rooms were really small. We had hardly any space!
Rosa: Oh, poor Diego!
Diego: And there wasn't even any Wi Fi in the rooms!
Rosa: No Wi Fi? Yikes! My family will never stay there!

Page 95, Exs. 3B and 3C

Diego: What was your hotel like?
Rosa: Well, it had everything we needed. The kids went swimming in the pool every day.
Diego: That's great.
Rosa: And Oscar and I got massages. We also ate breakfast in the hotel restaurant.
Diego: That sounds perfect.

Page 100, Exs. 1A and 1B

Yunmi: Hello everyone. I'm Yunmi. visited my sister's family in Busan last month. This is a picture of my sister with her daughter. Isn't she cute? We didn't do anything really exciting in Busan, but we had fun. The weather was lovely so we walked on the beach and then we explored the city. This is where we walked. My favorite thing about Busan is the food. Here's a picture of my favorite meal. It's a crab dish. It was great. So, those are just some pictures from my trip! Thanks for listening to my presentation!

UNIT 9

Page 145, Grammar, Ex. A

1. How many tomatoes do you need for the salad?
2. How much lettuce do you want?
3. How many peppers should I get?
4. How much cake can I have?
5. How many tacos can you eat?
6. How much chicken should I get?
7. How many cherries will we need?
8. How many carrots do we have?
9. How many pies are you making?

Page 103, Ex. 4A

Emma: I'm so glad to hear you're having such a good time here in New York.
Rosa: I really am. It's a wonderful city. I miss my family back in Chile, though. And I'm definitely tired of eating out by myself.
Emma: Well, you should come over for a family dinner at our house while you're here!
Rosa: That sounds great! Are you sure?
Emma: Yes! Are you busy on Saturday night?
Rosa: No.
Emma: Well come on over!
Rosa: I'd love to. Thanks.
Emma: How about baked chicken and rice? And I can make black bean soup. Is that ok?
Rosa: If it's no trouble, definitely. Chicken and rice is great. And I love black bean soup.
Emma: My kids love it, too. And I can make a salad – lettuce, peppers, tomatoes . . .
Rosa: Great. What can I bring?
Emma: Hmm. How about some fruit for dessert?
Rosa: Sure. How much fruit do we need? How many people will be there?
Emma: Five people. Just my family and you.
Rosa: OK. I can get fruit salad. And I can also bring some grapes and strawberries.
Emma: Perfect! I can make a cherry pie, too.
Rosa: Yum! I'm getting hungry just talking about this.
Emma: Me, too!

Page 103, Exs. 4B and 4C

Emma: I can make black bean soup and salad for dinner. Is that ok?
Rosa: If it's no trouble. I love black bean soup. What can I bring?
Emma: How about some fruit?
Rosa: Sure. How much fruit do we need? How many people will be there?
Emma: Five people.
Rosa: OK. I can bring some grapes and strawberries.
Emma: Thanks. And I can make a cherry pie, too.

Page 104, Ex. 1C

1. A: OK, I put in the flour. What do I do next?
   B: Add a teaspoon of salt to the flour.
2. A: The Garcias are coming over at 6 o'clock.

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B: OK. I should bake the cookies now so they're ready when they come.

3. A: Where's the butter? I'd like to fry some eggs.
   B: It's right next to that quart of milk. Do you see it?
   A: Oh, there it is. Thanks!
4. A: Let's see . . . now we mix a quart of milk with a cup of sugar. Please pass me the sugar.
   B: Here you go!
5. A: Could you boil some water for the tea? I'll make a cup.
   B: Of course. Make me a cup too, OK?
6. A: The recipe says the soup should have one cup of carrots and half a cup of peppers.
   B: No problem. I can chop the carrots and peppers now.

Page 146, Grammar, Ex. A

1. Do you want cake?
2. I'm sorry, but there aren't any cookies.
3. I don't like cherries.
4. Do we have any sugar?
5. Who wants some fruit salad?
6. You need to add flour.
7. I'm going to have some grapes.
8. Please don't buy any peppers.
9. Do you like black beans?

Page 105, Exs. 4A and 4B

Host: This is how to make a cherry pie. It's easy and delicious. . . . OK, let's get started.

To make the crust, first, chop the butter into small pieces. Second, mix the flour, salt, and sugar in a bowl. Then, add the butter to this mixture. Next, add some ice water: about half a cup. Mix all these ingredients. Stop mixing when the dough looks like a ball. Then put the dough in the refrigerator for 30 minutes. After 30 minutes, take the dough out of the refrigerator. Cut it in half. Roll each half into a flat circle. Put one of the circles into a pie pan.

Now make the cherry filling. Put the cherries in a pan and boil them for a few minutes. Next, mix the sugar with some flour . . . not too much, about four tablespoons. Then add the sugar and flour to the cherries. Cook this mixture until it gets thick. Finally, take it off the stove. Let it cool.

When your filling is cool, put it in the pie pan with the first circle of pie crust. Then put the second circle of pie crust on top. Bake the pie in the oven at 375 degrees Fahrenheit for about 50 minutes. Then take it out, let it cool, and enjoy!

Page 147, Grammar, Ex. A

1. A: Are you ready to order?
   B: Yes. I'd like the sushi, please.
2. A: I love a good steak. How about you?
   B: Yes, I like steak very much.
3. A: Are you ready to order?
   B: Yes, we are. She'd like the fruit bowl, and I'd like that, too.
4. A: Would you like the meatloaf, or . . .
   B: I'd like the fried chicken, I think.
5. A: I know *you* like Mexican food. What about Diana?
   B: She likes tacos, but she doesn't like burritos.
6. A: I usually like Indian food. How about you?
   B: I don't like *everything,* but I like vegetable curries.
7. A: Do you know what you'd like?
   B: I'd like the fried chicken and an iced tea, please.
8. A: Would your son like something to drink?
   B: Yes, please. He'd like a cola.
9. A: Do you ever eat at Wide World Diner? I like their food.
   B: Yes, I like the dumplings there.

Page 107, Ex. 3A

Emma: OK. The pie is ready! I should start making the rest of the food. Oh, no! Where are all the vegetables? And where's the chicken? And there are no black beans, either! Bob!

Bob: Yes?

Emma: Where are the chicken and the black beans?

Bob: The kids and I had chicken, rice, and beans for lunch. Why? Did you need them?

Emma: Yes! They were for dinner. I told you—Rosa is coming over. I wanted to serve chicken and rice. I was going to make black bean soup and salad, but now I can't!

Bob: Oh. Sorry. I can go to the store.

Emma: Bob, I'm really upset. I can't believe this!

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Bob: Don't worry. It'll be fine. Just order some take-out from DiDi's. They have some really good Mexican dishes.

Emma: Hmm. OK. I guess I can get some tacos and burritos.

. . .

Employee: Didi's. How can I help you?

Emma: Hi. I'd like to order take out.

Employee: Sure. Can I get your name?

Emma: It's Emma. E-M-M-A.

Employee: OK. And what would you like?

Emma: Let's see. I'd like five chicken tacos and two black bean burritos. Oh, and they all come with salad, right?

Employee: That's right. Mixed salads.

Emma: Great.

Employee: So that's five chicken tacos, two black bean burritos, plus five mixed salads. Would you like anything to drink?

Emma: No, that's it, thanks.

Employee: OK. That'll be forty-four dollars.

Emma: That's fine.

Employee: Cool. It'll be ready in about half an hour.

Emma: Great, thanks. Bye.

Bob: So, you ordered the food.

Emma: Yup. And now you can go pick it up!

Page 107, Exs. 3B and 3C

Employee: Didi's Diner. How can I help you?

Emma: Hi. I'd like some food for delivery.

Employee: Sure. What would you like?

Emma: Let's see. I'd like five chicken tacos, two black bean burritos, plus five mixed salads.

Employee: OK. Would you like anything to drink?

Emma: No, that's it. Thanks.

Page 112, Exs. 1A and 1B

Pedro: Hello everyone. I'm Pedro. Do you like to have something healthy when you wake up in the morning? Smoothies are easy to make and great for breakfast. I'll show you how to make one.

So, here are the things for my smoothie. I have some yogurt, some fruit, some ice, and a blender. I like to use strawberries, blueberries, and a banana, but any fruit is OK.

Now we need to mix everything. First, I'll add two cups of yogurt. Then I'll add two cups of fruit and one cup of ice, and mix everything together on high speed. After you mix everything together, put your smoothie into glasses. I hope you like it!

UNIT 10

Page 114, Ex. 1B

I was born in Tampico, Mexico, in 1988. I moved to Monterrey when I was five years old, and I grew up in Monterrey. I went to college in Mexico City. I started working at a company in Mexico City in 2011.

Page 148, Grammar, Ex. A

1. Andrea: Did you grow up in Peru?
   Elena: Yes, I did.
2. Andrea: Where were you born?
   Elena: In Lima. I went to school there, too.
3. Andrea: When did you move here?
   Elena: Five years ago.
4. Elena: What about you? Where did you grow up?
   Andrea: In Texas.
5. Elena: Did you go to college in Texas?
   Andrea: Yes, I did.

Page 115, Ex. 3A

Carlos: So, Yuki, your training here is almost over, right?

Yuki: Yes, it is. I had a great time here, but I'm ready to go home. I miss my family and friends in Tokyo.

Carlos: I can understand that. There's no place like home! It's hard to be away for so long.

Yuki: That's right. But this isn't so long. When I went to college, I was away from Japan for four years!

Carlos: Really? Four years is a long time. Where did you go to college?

Yuki: I went to college in Canada, in Toronto.

Carlos: Oh, really? I love Canada, but I've never been to Toronto. Did you like it?

Yuki: Yes, I did. Toronto is great! It's beautiful and there so many fun things to do.

Carlos: I think it's pretty cold, though . . .

Yuki: Yeah, it can be cold, but it's not that bad.

Carlos: Well, I should visit sometime.

Yuki: You should! What about you? Where did you go to college?

Carlos: Actually, I was in Canada, too. I got my degree in Vancouver.

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Yuki: Oh, nice. Why did you choose Vancouver?
Carlos: I have some family who live there. I visited them a few times, loved the city, and decided to go to college there.
Yuki: And when did you move to New York?
Carlos: About five years ago.
Yuki: You didn't want to stay in Vancouver?
Carlos: No, I wanted to move back to New York. My parents are here.
Yuki: Oh, I thought you grew up in Lima.
Carlos: Well, I was born in Lima, but then my family moved to the U.S. twenty years ago. I kind of grew up in Lima and New York City.
Yuki: Oh, that's interesting. So you were a child when you moved here.
Carlos: Yes. I was eight years old.
Yuki: Do you remember Peru?
Carlos: Oh, definitely! I remember it well. And I love to visit Lima whenever I can.

Page 115, Exs. 3B and C

Carlos: Where did you go to college?
Yuki: In Toronto.
Carlos: That's cool. Did you like it there?
Yuki: Yes, I did. Toronto is great! What about you? Where did you go to college?
Carlos: In Vancouver. I got my degree in design there.
Yuki: And when did you move to New York?
Carlos: About five years ago.

Page 116, Ex. 2B

1. A: When did you move to Denver, Don?
   B: I moved to Denver in July of 2014.
2. A: When did you start working, Susan?
   B: I started working at High Point School in 2017.
3. A: Liz, when did you get married?
   B: I got married on June 3, 2016.
4. A: Greg, when did you work at that hotel in Santiago?
   B: I worked there from 2009 to 2011.
5. A: Tony, do you remember when Eric came to our office?
   B: Yeah, it was the second week of May.
6. A: When are your exams, Kendra?
   B: I think they're the week of December 15.

Page 116, Ex. 2C

1. I moved to Seoul in May of 2018.
2. I started working at Green Tree in 1999.
3. I got married on February 24, 2013.
4. I worked in Nepal from 2005 to 2015.
5. I was in Madrid the first week of March.
6. My exams are the week of May 20.

Page 117, Exs. 4A and 4B

Host: Welcome to the "People of History" podcast! Every week, we introduce you to a famous person. Last week, that person was Queen Elizabeth of Great Britain. This week, we're talking about another famous woman, Michelle Obama. Michelle Obama was the first African-American First Lady of the United States. She is also a lawyer, writer, mother, and a role model for many people.

Ms. Obama was born in Chicago, Illinois, on January 17, 1964. Her family didn't have much money, but she had a happy childhood, and she was a very good student. She graduated from high school in 1981, and then she got a degree in sociology from Princeton University in 1985. After that, she earned a law degree at Harvard Law School. In 1988, she started working at a Chicago law firm. That is where she met Barack Obama. When he got a job there, she helped him and answered his questions about the work. Their friendship soon turned into romance. They got married on October 3, 1992. They have two daughters. Malia was born in 1998, and Sasha was born in 2001.

The Obamas lived and worked in Chicago for many years. Then, in 2004, Barack was elected as the U.S. Senator from Illinois. Not long after, he decided that he wanted to run for president. At first, Michelle was not happy about this because she is a private person. But eventually, she agreed to support Barack's political career . . . as long as he agreed to stop smoking!

Barack Obama won the election on November 4, 2008. He then became the 44th President of the United States on January 20, 2009. He was president from 2009 to 2017, and Michelle was First Lady. As First Lady, Michelle worked hard for the issues she cared about. She was worried about children's health, so she launched "Let's Move!" in 2010 to help kids lose weight. She also helped military

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families. And in 2015, she introduced "Let Girls Learn," a program to help girls around the world go to school.
Ms. Obama ended her time as First Lady in January 2017, but she remains very popular and a force for good in the world.

Page 149, Grammar, Ex. A

1. A: Are you going to start college in the fall?
   B: Yes, in September.
2. A: Are you a college student?
   B: Yes, I am. I'm studying computer science.
3. A: What are your plans for the summer?
   B: Well, I'm going to get married in August.
   A: Wow! Congratulations!
4. A: I heard about your new apartment. When are you going to move?
   B: In a month. It's going to be great!
5. A: Do your parents live in Tokyo?
   B: Yes, they do. My sisters live there, too.
6. A: Are you going to come back to work after having the baby?
   B: Yes, but I'm going to stay home for three months.
7. A: When are you going to start your new job?
   B: Next week.
8. A: Tom and Alice are going to have a baby.
   B: Wow! How exciting! When?
   A: In the spring.
9. A: I heard you're learning to play the piano. That's nice.
   B: Yeah, I'm taking lessons. It's fun!

Page 119, Ex. 4A

Carlos: Are you ready for your trip back to Japan?
Yuki: Pretty much. I'm leaving tomorrow night.
Carlos: Well, we're going to miss you.
Yuki: I'm going to miss you, too!
Carlos: But you're probably going to be back for more training soon. Maybe we'll see you again in a year!
Yuki: Maybe, but I don't think it'll be next year, or even in two years.
Carlos: Oh, really? Why? What are your plans?
Yuki: Do you know about how TSW sponsors people who want to go back to school?
Carlos: Oh, yeah, I heard about that. You apply and then TSW pays for your degree, right?
Yuki: That's right, so I applied and, well, next year I'm going to go back to school to get a master's degree.
Carlos: Really? That's exciting! In social media? So you can learn more for your job?
Yuki: No. Social media is fun, and I like my job, but I love making websites.
Carlos: Oh, you want to be a web designer? That's so cool. And TSW needs great designers.
Yuki: That's true. And it's what I really want to do.
Carlos: Hey, you can always visit New York later. You're going to get a master's degree in web design! That's so cool!
Yuki: Thanks! What about you? What are your plans for the future?
Carlos: Me? Well, you already know my big plan. Amy and I are going to get married this summer.
Yuki: Oh, yeah. That's right. When is the wedding again?
Carlos: On July 10.
Yuki: What are you two going to do for your honeymoon? You should come to Japan!
Carlos: Maybe later, but we already bought our tickets. In August, we're going to Greece. We're going to hang out at the beaches and climb the mountains.
Yuki: How lovely! What a great way to start a marriage!
Carlos: We think so, too!

Page 119, Exs. 4B and 4C

Carlos: What are your plans for the future?
Yuki: Well, next year, I'm going to go back to school.
Carlos: Really? That's exciting!
Yuki: What about you? What are your plans for the future?
Carlos: Me? I'm going to get married.
Yuki: Oh, yeah? When?
Carlos: On July 10th. Then, in August, we're going to Greece. We're going to hang out at the beaches and climb the mountains.

Page 124, Exs. 1A and 1B

Gala: Hey, everyone! I'm Gala. Today I'll tell you about my plans for the next five years. OK, so right now, I'm working in a clothing store. I love fashion. My mother

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taught me how to make clothes when I was a teenager. So, my first plan is to make and sell my clothes! I'm going to study business and have a store in Sao Paulo.

Second, I'm learning how to cook better. In five years, I will be a great cook. I'm going to cook lots of healthy meals for my family.

My third plan is about my health. I want to Ex. more. This year, I'm going to start running. Next year, I'm going to run three times every week. And five years from now, I'm going to run a marathon!

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Conversation Video Scripts

Unit 1, Lesson 1, Ex. 4A

Zoey: How was your trip, Simon?
Simon: It was great, thanks. And thanks for all your help with this meeting!
Zoey: No problem! So, we're ready to start. Where is everyone? Oh, here comes someone! Hello! Welcome! I'm Zoey Bartlett.
Yuki: Nice to meet you, Zoey. I'm Yuki Ogawa.
Zoey: Nice to meet you, Yuki. Let me introduce you to Simon. Yuki, this is Simon Harris. Simon, this is Yuki Ogawa.
Simon: Nice to meet you, Yuki.
Yuki: Nice to meet you, too. So, Simon, where are you from?
Simon: I'm from Toronto. I'm a market researcher in the Toronto office.
Yuki: That's great!
Simon: Yeah, it's a great job. And which office are you from?
Yuki: The Tokyo office. I'm a social media manager there. What about you, Zoey? You're in the marketing department too, right?
Zoey: Yes, I am. But I'm not a market researcher. I'm an intern.
Yuki: Oh! Are you in college?
Zoey: Yes, I am. I'm in my third year. I'm studying marketing.
Simon: Marketing is a great choice. There are a lot of good jobs in marketing.
Zoey: That's true, but after college, I actually want to be a *chef*.
Simon: A chef? But . . .
Zoey: Oh, it's almost ten. Sorry, other people are arriving, and I should help them. Excuse me.

Unit 1, Lesson 1, Ex. 4B

Yuki: So, Simon, where are you from?
Simon: I'm from Toronto. I'm a market researcher.
Yuki: Oh, yeah? I'm a social media manager. I'm from Tokyo.
Simon: Oh, that's great!

Unit 1, Lesson 3, Ex. 4A

Zoey: Oh, hi, Simon. How's it going? Do you want some coffee?
Simon: Thanks! I'd love some!
Zoey: So, do you travel a lot for work?
Simon: Yes, I do. It's usually fun! I meet a lot of new people.
Zoey: And do you come to this office often?
Simon: Maybe two times a year. But my wife has family near here, in Brooklyn, and we visit sometimes.
Zoey: Brooklyn? No kidding. I live in Brooklyn. My apartment is close to my second job.
Simon: Second job? Do you have two jobs? And you take classes?
Zoey: Yes. I know. It's a lot. I work here three days a week, and I have another job on Saturday and Sunday nights.
Simon: Oh, really? Where do you work?
Zoey: I work in a French restaurant.
Simon: Wow. That's interesting. What do you do?
Zoey: I'm an assistant chef. I help the chef and I cook a few dishes. And sometimes I order supplies for the restaurant.
Simon: Do you like it?
Zoey: Yes, I do. I want my own restaurant someday.
Simon: Oh, right. You want to be a chef . . . But, I remember, you study marketing?
Zoey: That's right!
Simon: So, why do you study marketing? And why do you work here at TSW?
Zoey: Well, I love cooking. But a lot of people want to be chefs. It's not easy. So, if I can't be a chef, I can be a market researcher.
Simon: Good thinking!
Zoey: Thanks!

Unit 1, Lesson 3, Ex. 4B

Simon: What do you do?
Zoey: I'm an assistant chef. I help the chef. And sometimes I order supplies.
Simon: Do you like it?
Zoey: Yes, I do.

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Unit 2, Lesson 1, Ex. 4A

Yuki: Busy weekend?
Emma: Sorry. . . . Yes, but it was great. I went to my cousin's wedding yesterday.
Yuki: Oh, yeah? How was it?
Emma: It was fun! Do you want to see some pictures?
Yuki: Yes, please! I love pictures!
Emma: So, this is my cousin Laura. She's the bride. And this is her new husband!
Yuki: Aw! They look so happy!
Emma: I know. It was a great day for them.
Yuki: I bet. And who are they?
Emma: They're my grandparents.
Yuki: They look kind.
Emma: They are! Oh, here's a good shot of everyone. That's my brother.
Yuki: Oh, really? What's he like?
Emma: He's really outgoing. He's a lawyer.
Yuki: Oh, wow. And what about that guy? Who's that?
Emma: That's my brother-in-law.
Yuki: He looks serious.
Emma: Really? Well, he isn't serious at all! He's funny! Look at this photo of him!
Yuki: You're right! He is funny!

Unit 2, Lesson 1, Ex. 4B

Yuki: Who's that?
Emma: That's my brother-in-law.
Yuki: He looks serious.
Emma: Really? Well, he isn't serious at all! He's funny!

Unit 2, Lesson 3, Ex. 4A

Yuki: Hi, Carlos.
Carlos: Oh, hi, Yuki.
Yuki: What are you listening to?
Carlos: This? It's my brother, Rodrigo. He's a musician. Do you want to listen?
Yuki: Thanks . . . That's great! Your brother is really good! I love this.
Carlos: Me, too. Rodrigo can really play the guitar. How about you? Can you play an instrument?
Yuki: Well, I can't play the guitar, but I can play the violin.
Carlos: Are you any good?
Yuki: Yeah, I'm pretty good. What about you? Can you play anything?
Carlos: No, I can't, but I can sing!
Yuki: Really? Can you sing something for me now?
Carlos: Sure! You mean the world to me . . . You're everything I need . . . I love you.

Unit 2, Lesson 3, Ex. 4B

Carlos: Can you play the guitar?
Yuki: No, I can't. But I can play the violin.
Carlos: Are you any good?
Yuki: Yeah, I'm pretty good. What about you? Can you play the guitar?
Carlos: No, I can't, but I can sing!

Unit 3, Lesson 1, Ex. 4A

Sara: Emma, it's seven! Time to go home!
Emma: It's seven o'clock already? I need to finish this. I'd better call my husband.
Sara: OK! Good night!
Emma: See you tomorrow.
Bob: Hey, Emma.
Emma: Hey, Bob. Just checking in.
Bob: OK. Are you still working?
Emma: Yes. I'm still in the office. I'm just finishing something. Are you and the kids eating dinner now?
Bob: No. We already ate—pizza!
Emma: Oh, good. I'm eating a sandwich. It's so noisy! What are you doing?
Bob: I'm doing the laundry. Wait, I'm moving to another room.
Emma: Oh, that's better. So, what are the kids doing? Are they doing their homework?
Bob: No, believe it or not, they're doing chores!
Emma: What?
Bob: Luke is washing the dishes.
Emma: What about Olivia?
Bob: She's cleaning her room!
Emma: Really? That's amazing!
Bob: I know!
Emma: OK, well, I should be home in an hour or two. I've got to get back to work.
Bob: OK, honey. Come home soon.
Emma: OK. Love you.
Bob: Love you, too.

Unit 3, Lesson 1, Ex. 4B

Bob: Hey, Emma.
Emma: Hi, Bob. Just checking in. What are you doing?

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Bob: I'm doing the laundry.
Emma: Oh, OK. Are Luke and Olivia doing their homework?
Bob: No, they aren't. Luke is washing the dishes and Olivia is cleaning her room.
Emma: Really? That's amazing!

Unit 3, Lesson 2, Ex. 4A

Lucy: Hi, Emma!
Emma: Oh, hey, Lucy!
Lucy: Are you heading home?
Emma: Yup. It was a long day.
Lucy: It sure was!
Emma: Hey, what are you reading?
Lucy: This? It's *A New Life*.
Emma: Oh! I *love* that book!
Lucy: I do, too! It's great!
Emma: Do you know they made it into a movie?
Lucy: Really?
Emma: Yeah! I read about it. Duane Wright is in it.
Lucy: He's such a good actor! I'd love to see that!
Emma: Me, too! Too bad it's not playing in the theaters around here yet.
Lucy: There are some other good movies out right now, though. Do you want to go see a movie tonight?
Emma: Oh, I'd love to, but I can't. I have to get home. My family is waiting for me. Would you like to go on Sunday? Bob and the kids are going to a soccer game.
Lucy: That sounds great.
Emma: What should we see? How about *My Friend Jane*? It's a comedy.
Lucy: Sure!
Emma: Let's see when it's playing . . . OK. It's at the Stargaze Theater at twelve, three, six, and nine. So, twelve or three?
Lucy: Uh . . . I think twelve o'clock sounds good.
Emma: Great! I can't wait! So, we'll meet at the theater? Hey, where's the elevator?
Lucy: Oh, no! We forgot to push the button!

Unit 3, Lesson 2, Ex. 4B

Lucy: Would you like to go to a movie tonight?
Emma: I'd love to, but I can't. I have to get home. Would you like to go on Sunday?
Lucy: That sounds great.
Emma: What should we see? How about *My Friend Jane*? It's a comedy.
Lucy: Sure!

Unit 3, Lesson 3, Ex. 3A

Emma: So, what did you think of the actress who played Jane, um, what's her name?
Lucy: Kayla Washington. She was fantastic!
Emma: I thought so, too! I just love going to the movies.
Lucy: Me, too. And it was so nice to spend time with you outside of work.
Emma: Yeah, it was fun!
Lucy: Hey, I'm going on a hike in Bear Mountain Park next weekend with some friends. Do you want to come? You can bring your family.
Emma: A hike? On a mountain?
Lucy: Yes! It's beautiful up there! How about it?
Emma: Um . . . to be honest, I don't like hiking.
Lucy: Really? I love it! It's great exercise!
Emma: I guess so.
Lucy: Actually, I like any kind of exercise!
Emma: Really? Do you like to work out at the gym?
Lucy: Yeah. I mean, I like exercising outside a lot more, but I like working out at the gym, too. What about you?
Emma: Me? No, I hate it!
Lucy: Really? Well, what do you like to do in your free time?
Emma: You mean when I'm not working and taking care of two kids and a house?
Lucy: Yeah.
Emma: Lots of things! I like playing video games, going online, watching TV, spending time with my family.
Lucy: In other words, you like to do anything that's not exercise!
Emma: I guess you're right!

Unit 3, Lesson 3, Ex. 3B

Emma: Do you like to work out?
Lucy: Yes. What about you?
Emma: Me? No, I hate it!
Lucy: Well, what do you like to do in your free time?
Emma: Lots of things! I like playing games, going online . . .

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Unit 4, Lesson 1, Ex. 4A

Simon: Another great meeting! Thanks for your help, Zoey.
Zoey: No problem. Hey, don't forget your cup!
Simon: Thanks. Hey, it looks like somebody left a cell phone. Whose phone is this?
Zoey: It's not mine. Maybe it's Yuki's.
Simon: Oh, OK. Wait, here's something else! Whose keys are these? And why are people always forgetting things after these meetings?
Zoey: No idea. I think they're Janet's keys. But I don't know.
Simon: And there's an umbrella, and a water bottle! Is this yours?
Zoey: No, not mine.
Simon: Is it Ted's? He was sitting here, I think.
Zoey: I'm not sure. Can you believe all this stuff people left?
Simon: I know! Oops! I almost forgot my own backpack! Anyway, let's just put all these things in my backpack. Then we can find the owners later.
Zoey: Good idea.
Simon: Is there anything else?
Zoey: I don't think so. No, wait! Here's someone's wallet!
Simon: A wallet? Wild! Well, at least we can look inside. Is there name in there?
Zoey: Yup, here's a credit card. Lucy Foster.
Simon: Lucy! OK. Now we're getting somewhere!

Unit 4, Lesson 1, Ex. 4B

Simon: Whose phone is this?
Zoey: It's not mine. Maybe it's Yuki's.
Simon: Oh, OK. And whose keys are these?
Zoey: I think they're Janet's.
Simon: And here's a water bottle! Is this yours?
Zoey: No. Unbelievable! People keep leaving their stuff!

Unit 4, Lesson 2, Ex. 3A

Ray: Is Janet coming to lunch?
Lucy: I think so. She said she wanted to come.
Ray: Well, where is she? Was she in the marketing meeting with you?
Lucy: Yes, she was, but I don't know where she is now. Let me call her . . . Huh. I can't find my phone. Can I borrow yours?
Ray: Sure. Here you go. Janet is in my contacts, by the way.
Lucy: Oh, good. Thanks. Janet? Hi, it's Lucy. I know, I know. It's confusing. Yes, I'm using Ray's phone. Are still you coming to lunch with us? Cool. We're down in the lobby. See you in a couple of minutes . . . She's on her way.
Ray: Do you want to go find your phone?
Lucy: That's fine. It's probably at my desk.
Ray: OK. So, we're going to Sam's Sushi, right?
Lucy: Yup. It's just a ten-minute walk from here. Oh, no! Is it raining? Now where's my umbrella? Hmm.
Ray: So, no umbrella?
Lucy: No! That's weird. I usually have an umbrella in here. Oh, no, my wallet is missing, too. Now, I'm worried! Can I borrow your phone again?
Ray: Sure.
Simon: Lucy! I'm glad I found you. I think this is your wallet and your ID badge.
Lucy: That's a relief! And there's my phone, my keys, my water bottle, and my umbrella!
Ray: So, Lucy, can I use your umbrella?

Unit 4, Lesson 2, Ex. 3B

Ray: What's wrong?
Lucy: I can't find my phone. Can I borrow yours?
Ray: Sure. Here you go.
Lucy: Great. Thanks.
Ray: Can I use your umbrella?
Lucy: I'm sorry, but I need it.

Unit 4, Lesson 3, Ex. 4A

Zoey: Hi, Simon.
Simon: Oh, hi, Zoey. How's it going?
Zoey: Good, good. You look really happy!
Simon: I am! I just got my new laptop.
Zoey: That's great! How do you like it?
Simon: I like it a lot. It's much better than my old one. A lot faster.
Zoey: Cool. I just got a new tablet.
Simon: Oh, yeah? I don't really need a tablet.
Zoey: Wow! Really?
Simon: Why are you surprised?
Zoey: I don't know. I love my tablet. It's light and easy to use. Laptops feel so bulky to me. And tablets are cheaper.

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Simon: I guess so, but laptops are faster than tablets. They also have bigger screens, which I like.
Zoey: That's true.
Simon: Also, you can do more with them. They're better for work.
Zoey: True. I have a laptop, too. But I only use it for work, and I never carry it around.
Simon: Oh, yeah?
Zoey: I take my tablet everywhere with me. I often watch movies or listen to music on it.
Simon: Hmm. I guess it all depends on what you're using it for.
Zoey: For sure.

Unit 4, Lesson 3, Ex. 4B

Simon: I just got a new laptop.
Zoey: Oh, yeah? How do you like it?
Simon: It's better than my old one. It's a lot faster.
Zoey: I have a laptop, but I just use it for work.
Simon: Really?
Zoey: Yeah. I like my tablet. I carry it everywhere. It's thin, so it's light.

Unit 5, Lesson 1, Ex. 3A

Leo: Hey, Carlos.
Carlos: Oh, hi, Leo.
Leo: Are you working on the Hudson Life project?
Carlos: Yes. I may start working on a new project in a couple of weeks, but for now I'm designing the brochures for Hudson Life. Why? What's up?
Leo: Are you still working on the photos for the brochure?
Carlos: Yes, I am. Is that a problem?
Leo: Well, I don't want to rush you, but Molly wants to see them. She needs to use them for the posters.
Carlos: Oh, OK. Sorry, I forgot. I can send them to you next week. OK?
Leo: Awesome! Thanks. So enough about work. What are you doing this weekend? Any big plans?
Carlos: Well, actually, I'm working on Saturday. We're taking the Hudson Life pictures at the beach in the morning.
Leo: Oh, nice. Too bad you're working on the weekend, though.
Carlos: It's OK. We're taking the pictures in the morning, but then we're just going to have fun at the beach in the afternoon.
Leo: That sounds great. Which beach are you going to?
Carlos: Long Beach Island. Do you know Ray from accounting?
Leo: Sure. He's a great guy.
Carlos: Yeah, he's coming, too. It should be great. What about you? What are you doing this weekend?
Leo: Not much. I'm going to a concert on Sunday afternoon.
Carlos: Very cool. Who's playing?
Leo: The city orchestra. It's the "Concerts in the Park" series.
Carlos: Oh, yeah, I heard about that. Sundays at 1:00 p.m., right?
Leo: You got it.
Carlos: That sounds fun! I'm sure you'll have a great time.

Unit 5, Lesson 1, Ex. 3B

Leo: So, what are you doing this weekend?
Carlos: I'm going to the beach on Saturday.
Leo: Oh, nice.
Carlos: What about you? What are you doing this weekend?
Leo: I'm going to a concert on Sunday afternoon.
Carlos: Oh, yeah? That sounds fun!

Unit 5, Lesson 2, Ex. 4A

Carlos: Hey, Ray!
Ray: Oh, hey, Carlos. Hi, Leo.
Leo: Hi, Ray. I hear you guys are going to the beach on Saturday.
Ray: Oh, yeah. I can't wait!
Carlos: Hey, you're not busy on Saturday, right, Leo?
Leo: Nope.
Carlos: Do you want to come with us?
Leo: Oh, yeah! I'd love to go with you!
Carlos: Awesome! I can't wait to go swimming.
Leo: And I want to go fishing!
Ray: And surfing!
Carlos: Surfing. Yeah! Swimming, surfing, fishing. Let's do it all!
Ray: We can try, if we have time.
Leo: So, how are we getting there?

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Carlos: Well, Ray doesn't have a car. I'm giving him a ride. Do you need a ride, too?
Leo: That would be great. Thanks.
Carlos: No problem. I can pick you up after I pick him up.
Leo: OK. When and where? I'm downtown. Do you know the park with the big red sculpture? My building is right by there.
Carlos: Sure. OK. How about I pick you up in front of the sculpture at around 8:00 a.m.
Leo: 8:00 a.m.? On a Saturday?
Carlos: Hey, we need to start early. Remember, I'm working!
Leo: OK. 8:00 a.m. it is. I'll bring some coffee.

Unit 5, Lesson 2, Ex. 4B

Carlos: We're going to Long Beach Island on Saturday. Do you want to come with us?
Leo: Yeah! I'd love to go with you!
Carlos: I can't wait to go swimming.
Leo: And I want to go fishing!
Carlos: I can pick you up on Saturday morning, around eight o'clock. Sound good?
Leo: Great.

Unit 6, Lesson 1, Ex. 4A

Diego: Hi, Carlos.
Carlos: Hey, Diego. Good to see you.
Diego: Good to see you, too. How are you?
Carlos: Great, thanks. And you?
Diego: Well, I'm OK, but I think I'm getting a little sick. In fact, that's why I'm working from home today.
Carlos: Oh, too bad. So, hey, Rachel is planning to join us, but she's in another meeting. She'll be here in a couple of minutes.
Diego: OK. No problem. . . . Tired?
Carlos: Yeah. I was up really late last night.
Diego: Working or having fun?
Carlos: Having fun! The Mexico-Brazil match was on TV. I had to watch that!
Diego: Oh, right. Soccer. So, you're a fan?
Carlos: I love soccer! What about you? Are you into it?
Diego: Well, sure, I like it. But I don't stay up late to watch matches!
Carlos: Well, I do! I never miss a big match.
Diego: Actually, I never stay up late for any reason. I need a lot of time before I leave for work in the morning.
Carlos: You do?
Diego: Yeah. I need like two hours.
Carlos: Huh? Two hours? What's your typical morning like?
Diego: I usually get up early and go to the gym with my wife. We're there for an hour or so. Then I go home and eat breakfast.
Carlos: You're kidding. I never get up early.
Diego: You never get up early?
Carlos: Nope.
Diego: So, you're always late to work?
Carlos: Nah, man. I only need 20 minutes to get ready for work. I take a shower, get dressed, grab some coffee. Then I'm good to go.
Diego: Wow! That's fast! I could never do that.
Carlos: Oh, excuse me, Diego. Rachel is out of her meeting. She'll be here in a second.

Unit 6, Lesson 1, Ex. 4B

Carlos: What's your typical morning like?
Diego: I usually get up early and go to the gym. What about you?
Carlos: Me? I never get up early.
Diego: You never get up early?
Carlos: No. Never.

Unit 6, Lesson 3, Ex. 3A

Diego: Hi, Sara. How are you?
Sara: Hi, Diego! Great, thanks. Hey, I have a couple of quick questions for you. Do you have a minute?
Diego: Um . . . Sure, but, sorry, just one second.
Sara: Are you OK? You look a little sick.
Diego: I'm really sick! I feel terrible! I'm staying home from work today, actually.
Sara: Oh, no! I'm sorry to bother you, then.
Diego: No, it's OK. I have a lot of work right now, so I can't take the day off.
Sara: I know what that's like! Anyway, I'm sorry to hear you aren't feeling well. Do you have a fever?
Diego: No, just a sore throat and a cough.
Sara: Oh, that's too bad. You should drink tea with honey. I always make it for my daughter when she has a sore throat, and it makes her feel better. Plus, honey is delicious!
Diego: That is a good idea. Thank you.
Sara: You should get some rest, too.
Diego: I'll try!
Sara: I hope you feel better soon.

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Diego: Thank you.
Sara: So, if it's OK with you, can I just ask you my quick questions? After that, you can rest!
Diego: Sure, I'm ready.
Sara: Great, thanks. So, have you done any market research on . . .

Unit 6, Lesson 3, Ex. 3B

Sara: Are you OK?
Diego: No, I'm sick. I have a sore throat and a cough.
Sara: Oh, that's too bad. You should drink tea with honey.
Diego: That's a good idea. Thanks.
Sara: You should get some rest, too. I hope you feel better soon!
Diego: Thanks.

Unit 7, Lesson 1, Ex. 4A

Emma: Hi, Rosa! How are you?
Rosa: Great, thanks. Can I ask you a quick question?
Emma: Sure! How can I help?
Rosa: So you know I'm coming to New York on Sunday.
Emma: Of course! We can't wait to see you! What time are you getting in?
Rosa: In the morning, but then I have the afternoon free. What do you think I should do? Maybe see a show?
Emma: That's a good idea. You can also visit a street market or take a tour of a museum.
Rosa: Oh, a street market sounds interesting.
Emma: Yeah, they're cool. Some have food or people selling different things. You should go to one.
Rosa: I'd love to. Do you have a favorite? Which one should I go to?
Emma: Hmm. Well, I really like the Sunny Day Street Market. I'll send you a link.
Rosa: Thanks. And what about going to the theater?
Emma: Oh, yeah, you said you want to see a show.
Rosa: Yeah. Is there time?
Emma: I think so. I'll send you some links. You can see a show and then just walk around the city.
Rosa: Awesome. I'll do that! Oh, sorry. I need to take this call. I should go. Thanks so much for your help, though.
Emma: Anytime, Rosa. See you Monday.

Unit 7, Lesson 1, Ex. 4B

Emma: Hi, Rosa! How are you?
Rosa: Great, thanks. So, I'm coming to New York on Sunday. What do you think I should do?
Emma: You should go to a street market.
Rosa: That sounds like fun.
Emma: You can also see a show or walk around the city.

Unit 7, Lesson 3, Ex. 4A

Rosa: Excuse me.
Concierge: Good morning, ma'am. How can I help you today?
Rosa: Can you give me directions?
Concierge: Of course.
Rosa: Great. How do I get to the Sunny Day Street Market?
Concierge: Well, you can take the subway or a taxi.
Rosa: Is there a subway station near here?
Concierge: Yes, there is. First, go out the entrance to 25th Street. Turn right and walk to the intersection of 25th Street and Eighth Avenue.
Rosa: Uh-huh. Turn right and go to the intersection of 25th and Eighth.
Concierge: Yep. Then turn left on Eighth Avenue. You'll see a coffee shop. Go past the coffee shop, walk two blocks to 23rd Street.
Rosa: Left on Eighth, two blocks to 23rd Street.
Concierge: Right. The subway station is around the corner. Go down the stairs into the station.
Rosa: OK.
Concierge: Then take the C or the E line downtown, get off at 4th Street. The market is right there.
Rosa: The C or E to 4th Street. Great. Thanks!
Concierge: My pleasure. Can I help you with anything else?
Rosa: Um . . . let's see. Actually, yes. Did you say there's a coffee shop on the way? I flew in from Chile early this morning, and I'm tired!

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Concierge: I bet! That's a long flight!
Rosa: It is. But I'm ready to go exploring. I just need some coffee.
Concierge: Well, yeah, my favorite coffee shop around here is Cup of Joe. The coffee is excellent. They have good food, too.
Rosa: Perfect!
Concierge: It's just around the corner on Eighth. You'll see it on your way to the subway.
Rosa: Perfect again! Bye.

Unit 7, Lesson 3, Ex. 4B

Rosa: How do I get to the *Sunny Day Street Market*?
Concierge: You can take the subway. Go out the entrance to 25th Street. Turn right and walk to the intersection at 25th Street and Eighth Avenue.
Rosa: Uh-huh.
Concierge: Then turn left on Eighth Avenue. Go past a coffee shop and walk two blocks to 23rd Street.
Rosa: Left on Eighth, two blocks to 23rd Street.
Concierge: Right. The subway station is around the corner. Go down the stairs into the station.

Unit 8, Lesson 1, Ex. 4A

Diego: OK, I think that about does it.
Rosa: Yes, I think that's it!
Diego: OK, good. So, tell me, how do you like New York so far?
Rosa: I love it! I'm having a great time here! The weather is sunny and clear, and New York is such an exciting place.
Diego: Have you done any sightseeing?
Rosa: Yes! I was out all day yesterday. It was lovely.
Diego: Really? Where did you go?
Rosa: Well, I started off at this great street market downtown and then I saw a show in the evening.
Diego: Oh, what did you see?
Rosa: It was called *Green Grass in the City*. I didn't know about it before but Emma said I should go. It was so funny. And it was in this great old theater.
Diego: That sounds awesome.
Rosa: It was! You know, I'm here for work, but it really feels like a vacation so far.
Diego: Well, it sounds a lot better than my vacation.
Rosa: What do you mean?
Diego: Well, I was on vacation last week.
Rosa: Oh, yeah? Where were you?
Diego: I was in London.
Rosa: I really want to visit London. How was it?
Diego: Well, the weather was horrible. It was really cloudy and cold. To be honest, the whole vacation wasn't very good.
Rosa: You're kidding! Why? There's so much to do in London, right?
Diego: Well, yeah, but it was so crowded. I think because it was freezing no one wanted to be outside.
Rosa: Oh, no!
Diego: Yeah, lots of long lines. Everything was really stressful. Even the traffic was really bad. We took a cab to a restaurant and were stuck in a traffic jam for half an hour! It wasn't relaxing at all.
Rosa: I'm really sorry to hear that, Diego. But I still want to visit London.
Diego: Yeah, of course. I know it's an incredible city. I just had a bad trip.

Unit 8, Lesson 1, Ex. 4B

Diego: I was on vacation last week.
Rosa: Oh yeah? Where were you?
Diego: I was in London.
Rosa: And how was it?
Diego: Well, the weather was horrible! It was really cloudy and cold. And everything was really stressful. It wasn't relaxing at all.

Unit 8, Lesson 2, Ex. 4A

Rosa: I'm sorry your vacation in London was so disappointing.
Diego: Thanks. There were good parts. It was still fun to spend time with my family.
Rosa: That's a good way of looking at it. Just enjoying time with my family is my Number one reason for taking vacations.
Diego: What do you mean?
Rosa: I mean, well, for example, I visited Miami a few years ago with my family, and we loved it there.
Diego: Oh, yeah? I hear it's really nice there.
Rosa: Yeah, it was lovely, and the weather was great. But we didn't do anything really

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exciting. We walked on the beach. We sunbathed . . .

Diego: Nice.

Rosa: We also watched the sunset every day. It was just so relaxing and great family time.

Diego: That does sound relaxing. You know, not all my vacations are horrible. Last year, we were in Rio, and I really enjoyed it.

Rosa: Ah, Rio! How exciting!

Diego: Yeah. We visited some incredible tourist attractions, like the Sugar Loaf and the statue on Mount Corcovado.

Rosa: Wow.

Diego: And we explored different neighborhoods in the city. We learned about the local customs.

Rosa: Oh, yeah? Like what?

Diego: Like we listened to some samba music, and there was a Brazilian cooking class at the hotel. They showed us how to make some delicious dishes.

Rosa: You're lucky. The food in Brazil is great. And what about the beaches? Rio has some very famous beaches . . . like the Copacabana!

Diego: Well, no. We wanted to visit the Copacabana, but we didn't have time. We were too busy.

Rosa: That's too bad!

Diego: I know! Next time!

Unit 8, Lesson 2, Ex. 4B

Diego: Last year, we were in Rio on vacation. I really enjoyed it.

Rosa: Ah, Rio! How exciting!

Diego: Yeah. We visited tourist attractions, and we explored the city. We also learned about the local customs.

Rosa: You're lucky. Rio is great.

Diego: We didn't visit any beaches, though. Next time!

Unit 8, Lesson 3, Ex. 3A

Diego: One of the best things about our trip to Rio was our hotel. It was fantastic!

Rosa: Oh. Where did you stay?

Diego: The Rio Posada.

Rosa: Really? I actually know that hotel. Another friend stayed there. She said the pool was amazing.

Diego: Yes, it's huge! They also have a beautiful spa and a gym. And we ate breakfast in the hotel restaurant three or four times. The food was awesome.

Rosa: Mmm.

Diego: Even the lobby was great! We hung out there a lot because it was so nice!

Rosa: You hung out in the lobby? This is why you didn't go to the beach!

Diego: Yeah, the Wi-Fi worked well, so we were just on our phones or talking. It was great.

Rosa: You're kidding! Next time I go to Rio, I want to stay there!

Diego: You should!

Rosa: But my favorite hotel of all time was in Ecuador.

Diego: Oh yeah? What was it like?

Rosa: Well, it had everything we needed. Wi Fi, of course. The kids went swimming in the pool every day.

Diego: Was there a gym?

Rosa: Actually, no. But Oscar and I got massages in the spa.

Diego: Ooh, they had a spa, too?

Rosa: Yeah, we hung out there or by the pool a lot.

Diego: That's cool. How was the food? Was there a restaurant?

Rosa: Yes, and the food was very tasty! We actually ate breakfast there three times!

Diego: That sounds perfect. Way better than the hotel we stayed at in London!

Rosa: Oh, no. The hotel was bad?

Diego: It was horrible! They didn't have a pool or a hot tub or a gym or any of that stuff. They didn't have a restaurant, either.

Rosa: Well, how about the rooms?

Diego: One second. Here, look at this a picture. The rooms were really small. We had hardly any space!

Rosa: Oh, poor Diego!

Diego: And there wasn't even any Wi Fi in the rooms!

Rosa: No Wi Fi? Yikes! My family will never stay there!

Unit 8, Lesson 3, Ex. 3B

Diego: What was your hotel like?

Rosa: Well, it had everything we needed. The kids went swimming in the pool every day.

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Diego: That's great.
Rosa: And Oscar and I got massages. We also ate breakfast in the hotel restaurant.
Diego: That sounds perfect.

Unit 9, Lesson 1, Ex. 4A

Emma: I'm so glad to hear you're having such a good time here in New York.
Rosa: I really am. It's a wonderful city. I miss my family back in Chile, though. And I'm definitely tired of eating out by myself.
Emma: Well, you should come over for a family dinner at our house while you're here!
Rosa: That sounds great! Are you sure?
Emma: Yes! Are you busy on Saturday night?
Rosa: No.
Emma: Well come on over!
Rosa: I'd love to. Thanks.
Emma: How about baked chicken and rice? And I can make black bean soup. Is that ok?
Rosa: If it's no trouble, definitely. Chicken and rice is great. And I love black bean soup.
Emma: My kids love it, too. And I can make a salad—lettuce, peppers, tomatoes . . .
Rosa: Great. What can I bring?
Emma: Hmm. How about some fruit for dessert?
Rosa: Sure. How much fruit do we need? How many people will be there?
Emma: Five people. Just my family and you.
Rosa: OK. I can get fruit salad. And I can also bring some grapes and strawberries.
Emma: Perfect! I can make a cherry pie, too.
Rosa: Yum! I'm getting hungry just talking about this.
Emma: Me, too!

Unit 9, Lesson 1, Ex. 4B

Emma: I can make black bean soup and salad for dinner. Is that ok?
Rosa: If it's no trouble. I love black bean soup. What can I bring?
Emma: How about some fruit?
Rosa: Sure. How much fruit do we need? How many people will be there?
Emma: Five people.
Rosa: OK. I can bring some grapes and strawberries.
Emma: Thanks. And I can make a cherry pie, too.

Unit 9, Lesson 3, Ex. 3A

Emma: OK. The pie is ready! I should start making the rest of the food. Oh, no! Where are all the vegetables? And where's the chicken? And there are no black beans, either! Bob!
Bob: Yes?
Emma: Where are the chicken and the black beans?
Bob: The kids and I had chicken, rice, and beans for lunch. Why? Did you need them?
Emma: Yes! They were for dinner. I told you—Rosa is coming over. I wanted to serve chicken and rice. I was going to make black bean soup and salad, but now I can't!
Bob: Oh. Sorry. I can go to the store.
Emma: Bob, I'm really upset. I can't believe this!
Bob: Don't worry. It'll be fine. Just order some take-out from DiDi's. They have some really good Mexican dishes.
Emma: Hmm. OK. I guess I can get some tacos and burritos.

. . .

Employee: Didi's. How can I help you?
Emma: Hi. I'd like to order take out.
Employee: Sure. Can I get your name?
Emma: It's Emma. E-M-M-A.
Employee: OK. And what would you like?
Emma: Let's see. I'd like five chicken tacos and two black bean burritos. Oh, and they all come with salad, right?
Employee: That's right. Mixed salads.
Emma: Great.
Employee: So that's five chicken tacos, two black bean burritos, plus five mixed salads. Would you like anything to drink?
Emma: No, that's it, thanks.
Employee: OK. That'll be forty-four dollars.
Emma: That's fine.
Employee: Cool. It'll be ready in about half an hour.
Emma: Great, thanks. Bye.
Bob: So, you ordered the food.
Emma: Yup. And now you can go pick it up!

Unit 9, Lesson 3, Ex. 3B

Employee: Didi's Diner. How can I help you?
Emma: Hi. I'd like some food for delivery.
Employee: Sure. What would you like?

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Emma: Let's see. I'd like five chicken tacos, two black bean burritos, plus five mixed salads.
Employee: OK. Would you like anything to drink?
Emma: No, that's it. Thanks.

Unit 10, Lesson 1, Ex. 3A

Carlos: So, Yuki, your training here is almost over, right?
Yuki: Yes, it is. I had a great time here, but I'm ready to go home. I miss my family and friends in Tokyo.
Carlos: I can understand that. There's no place like home! It's hard to be away for so long.
Yuki: That's right. But this isn't so long. When I went to college, I was away from Japan for four years!
Carlos: Really? Four years is a long time. Where did you go to college?
Yuki: I went to college in Canada, in Toronto.
Carlos: Oh, really? I love Canada, but I've never been to Toronto. Did you like it?
Yuki: Yes, I did. Toronto is great! It's beautiful and there so many fun things to do.
Carlos: I think it's pretty cold, though . . .
Yuki: Yeah, it can be cold, but it's not that bad.
Carlos: Well, I should visit sometime.
Yuki: You should! What about you? Where did you go to college?
Carlos: Actually, I was in Canada, too. I got my degree in Vancouver.
Yuki: Oh, nice. Why did you choose Vancouver?
Carlos: I have some family who live there. I visited them a few times, loved the city, and decided to go to college there.
Yuki: And when did you move to New York?
Carlos: About five years ago.
Yuki: You didn't want to stay in Vancouver?
Carlos: No, I wanted to move back to New York. My parents are here.
Yuki: Oh, I thought you grew up in Lima.
Carlos: Well, I was born in Lima, but then my family moved to the U.S. twenty years ago. I kind of grew up in Lima and New York City.
Yuki: Oh, that's interesting. So you were a child when you moved here.
Carlos: Yes. I was eight years old.
Yuki: Do you remember Peru?
Carlos: Oh, definitely! I remember it well. And I love to visit Lima whenever I can.

Unit 10, Lesson 1, Ex. 3B

Carlos: Where did you go to college?
Yuki: In Toronto.
Carlos: That's cool. Did you like it there?
Yuki: Yes, I did. Toronto is great! What about you? Where did you go to college?
Carlos: In Vancouver. I got my degree in design there.
Yuki: And when did you move to New York?
Carlos: About five years ago.

Unit 10, Lesson 3, Ex. 4A

Carlos: Are you ready for your trip back to Japan?
Yuki: Pretty much. I'm leaving tomorrow night.
Carlos: Well, we're going to miss you.
Yuki: I'm going to miss you, too!
Carlos: But you're probably going to be back for more training soon. Maybe we'll see you again in a year!
Yuki: Maybe, but I don't think it'll be next year, or even in two years.
Carlos: Oh, really? Why? What are your plans?
Yuki: Do you know about how TSW sponsors people who want to go back to school?
Carlos: Oh, yeah, I heard about that. You apply and then TSW pays for your degree, right?
Yuki: That's right, so I applied and, well, next year I'm going to go back to school to get a master's degree.
Carlos: Really? That's exciting! In social media? So you can learn more for your job?
Yuki: No. Social media is fun, and I like my job, but I love making websites.
Carlos: Oh, you want to be a web designer? That's so cool. And TSW needs great designers.
Yuki: That's true. And it's what I really want to do.
Carlos: Hey, you can always visit New York later. You're going to get a master's degree in web design! That's so cool!
Yuki: Thanks! What about you? What are your plans for the future?

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Carlos: Me? Well, you already know my big plan. Amy and I are going to get married this summer.

Yuki: Oh, yeah. That's right. When is the wedding again?

Carlos: On July 10.

Yuki: What are you two going to do for your honeymoon? You should come to Japan!

Carlos: Maybe later, but we already bought our tickets. In August, we're going to Greece. We're going to hang out at the beaches and climb the mountains.

Yuki: How lovely! What a great way to start a marriage!

Carlos: We think so, too!

Unit 10, Lesson 3, Ex. 4B

Yuki: Well, next year, I'm going to go back to school.

Carlos: Really? That's exciting!

Yuki: What about you? What are your plans for the future?

Carlos: Me? I'm going to get married.

Yuki: Oh, yeah? When?

Carlos: On July 10th. Then, in August, we're going to Greece. We're going to hang out at the beaches and climb the mountains.

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Put It Together Video Scripts

Unit 1, Ex. 1A, p. 16

Mia: Hello everyone. I'm Mia and this is my sister, Sara. We live together here in Mexico City. This is Sara with my dad. Sara is a nurse in a hospital. She takes the subway to work because the hospital is pretty far from our house. It's about 45 minutes each way, so she has a long commute. But it's OK for her. On the subway, she listens to music or reads. At the hospital, she works hard. She likes her job because she helps people. That's my sister Sara! I love her a lot!

Unit 2, Ex. 1A, p. 28

Alex: Hi everyone. My name is Alex and these are photos of my family. This is my father Franco. He's tall and he has brown eyes and curly black hair. He's a really funny guy. He rides a motorcycle and he loves riding in his free time.

This is my mother, Linda. She's kind and pretty. She has brown eyes and black hair, too, but her hair is long and straight. She is short and average weight. My mother plays the piano and sings.

As for me, I have brown eyes and black hair, like my father, but I'm short, like my mother. I can't ride a motorcycle or play the piano, but I can draw and paint.

Unit 3, Ex. 1A, p. 40

Li: Hello! This is Li. I'm making a video of some things I like to do and some things I don't like doing. So, right now we're in my kitchen. I hate washing dishes and I don't like to cook, so I don't do many things in here.

OK. Now I'm in my living room. I like to play video games here, eat my meals, and just relax with friends. I spend a lot of time here.

Finally, this is my bedroom. I like to read in my bedroom because it's quiet. These are the things I like to do in my home!

Unit 4, Ex. 1A, p. 52

Sarah: Hello, my name is Sara. Here are some different objects that are special to me or my friends. First, this beautiful wallet is mine. It's special to me because it's from my mother. Also, it's a little expensive.

These are my friend Ana's sunglasses. She loves to go to the beach, and she always wears these. I really want to wear them, but she loves them and never lends them to me.

Next, this is my friend Alexa's computer. It's a little slow and old, but she doesn't want to get a new one. She likes to write blog posts on it.

Finally, these are my keys. They are for my house, my office, and my car. Those are my special objects!

Unit 5, Ex. 1A, p. 64

Yuna: Hey, everyone. I'm Yuna. So, my friend Nate's birthday is this week, and we are having a party on Saturday. Do you want to come? The party will be at a park near my house. Here's a picture of the park. It's really great there. We'll eat some food, play games, and maybe listen to music, but you can go fishing or kayaking there, too. So please come! Nate and I are going at 2 o'clock on Saturday afternoon. You can come at two or later. Just text me, and I'll tell you where to meet us.

Unit 6, Ex. 1A, p. 76

Omar: Hello. I'm Omar. How do I stay healthy? First, I exercise almost every day. These are my sneakers. I like running in the park a lot, but sometimes I go to the gym. I also walk to work.

Second, I eat a lot of fruit because it's good for you. I usually eat some fruit for breakfast. Today, I have an apple and an orange.

Finally, this is my bed! I sleep eight hours every night. I always go to bed early because I get up early. Sleep is

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really important for our health, and I always feel so much better after a good night's sleep. OK! That's how I stay healthy! Thanks for watching my video!

Unit 7, Ex. 1A, p. 88

Peter: Hi everyone. I'm Peter, and this is my presentation. These are my favorite places in Moscow.

First, this is Gogolevsky Boulevard. I like to go there in the summer with my friends. We take the subway there and then just walk around and talk. I feel good when I'm there.

Next, this is the street in front of my grandmother's apartment. I lived in this building when I was a boy. My parents and I moved to a new neighborhood ten years ago, but I often visit my grandmother here.

And this is the Monument to the Conquerors of Space. It's my favorite monument in Moscow. It's also a very popular tourist attraction. When I see it, I think about doing great things.

Unit 8, Ex. 1A, p. 100

Yunmi: Hello everyone. I'm Yunmi. visited my sister's family in Busan last month. This is a picture of my sister with her daughter. Isn't she cute? We didn't do anything really exciting in Busan, but we had fun. The weather was lovely so we walked on the beach and then we explored the city. This is where we walked. My favorite thing about Busan is the food. Here's a picture of my favorite meal. It's a crab dish. It was great. So, those are just some pictures from my trip! Thanks for listening to my presentation!

Unit 9, Ex. 1A, p. 112

Pedro: Hello everyone. I'm Pedro. Do you like to have something healthy when you wake up in the morning? Smoothies are easy to make and great for breakfast. I'll show you how to make one.

So, here are the things for my smoothie. I have some yogurt, some fruit, some ice, and a blender. I like to use strawberries, blueberries, and a banana, but any fruit is OK.

Now we need to mix everything. First, I'll add two cups of yogurt. Then I'll add two cups of fruit and one cup of ice, and mix everything together on high speed. After you mix everything together, put your smoothie into glasses. I hope you like it!

Unit 10, Ex. 1A, p. 124

Gala: Hey, everyone! I'm Gala. Today I'll tell you about my plans for the next five years. OK, so right now, I'm working in a clothing store. I love fashion. My mother taught me how to make clothes when I was a teenager. So, my first plan is to make and sell my clothes! I'm going to study business and have a store in Sao Paulo.

Second, I'm learning how to cook better. In five years, I will be a great cook. I'm going to cook lots of healthy meals for my family.

My third plan is about my health. I want to exercise more. This year, I'm going to start running. Next year, I'm going to run three times every week. And five years from now, I'm going to run a marathon!

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PRONUNCIATION TABLE

Vowels

Symbol	Key Words
i	b**ea**t, happ**y**
ɪ	b**i**t
eɪ	d**a**te, p**ai**d
ɛ	b**e**t
æ	b**a**t
ɑ	b**o**x, f**a**ther
ɔ	d**o**g, b**ough**t
oʊ	b**oa**t, g**o**
ʊ	b**oo**k, p**u**t
u	b**oo**t, n**e**w
ʌ	c**u**p, m**o**ther
ə	b**a**nan**a**, **a**bout
ɚ	sh**ir**t, m**ur**d**er**
aɪ	b**i**te, b**uy**, **eye**
aʊ	ab**ou**t, h**ow**
ɔɪ	v**oi**ce, b**oy**
ɪr	d**eer**, n**ear**
ɛr	h**air**, b**are**
ɑr	b**ar**, h**ear**t
ɔr	d**oor**, m**ore**
ʊr	t**our**, p**oor**

Consonants

Symbol	Key Words
p	**p**ack, ha**pp**y
b	**b**ack, ru**bb**er
t	**t**ime, bu**tt**er
d	**d**o, mi**dd**le
k	**c**ome, **qu**i**ck**, **k**ey
g	**g**ame, **gu**est
tʃ	**ch**ur**ch**, na**t**ure
dʒ	**j**u**dge**, **g**eneral
f	**f**an, **ph**otogra**ph**
v	**v**an, co**v**er
θ	**th**ing, brea**th**
ð	**th**en, brea**the**
s	**s**it, **c**ity
z	**z**oo, plea**se**, goe**s**
ʃ	**s**hip, ma**ch**ine, ac**ti**on
ʒ	mea**s**ure, vi**si**on
h	**h**ot, **wh**o
m	**m**an, so**me**
n	su**n**, **kn**ow
ŋ	si**ng**
w	**w**et, **wh**ite
l	**l**ong, si**ll**y
r	**r**ight, **wr**ong
y	**y**es, **u**se, m**u**sic

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